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QUESTIONS AND PROBLEMS IN AMERICAN LITERATURE

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BASED UPON THE TEXT OF PATTEE'S CENTURY READINGS IN AMERICAN LITERATURE

by

IRVING GARWOOD, PH.D.

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To

BETTY GARWOOD

(Aetat. III)

IN RECOGNITION OF HER LOYAL ASSISTANCE

"THROUGH LONG DAYS OF LABOR,"

THIS BOOK IS AFFECTIONATELY DEDICATED

BY THE AUTHOR

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ACKNOWLEDGMENT

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INTRODUCTION

The study of American literature has, within the past few years, been attaining for the first time the place in college curricula it rightly deserves. Among the many difficulties that in the past have lain in the way of effective study has been the lack of organization of the material—the absence of any carefully worked out method of presenting this widely diversified mass of material. The student and the teacher of Shakespeare's plays have "outlines," "handbooks," "guides," "manuals," and "commentaries" in abundance. Most of the other English classics have also been treated fully by various scholars and critics, so that anyone entering the field for study may know not only what there is for him to find but also the best method of search.

It is to remedy this lack of guidance in the study of American literature that the present book is published. It is hoped that the use of this "system" or "method" will bring to the study of our own productions the same satisfactory results attained in the teaching of the English classics. That such a hope is not unfounded is proved by the fact that these problems (a briefer list, in mimeographed form) have been thoroughly tested during the past five years in a number of American colleges and universities. The unusually favorable comments from the different instructors have given the author confidence in the usefulness of the work in the wider field its present form will make possible.

In order that the persons making use of this book may more clearly understand the objectives at which it aims, it will be well to set forth the principles the author has kept in mind while writing it. Among the most important are the following:

1. To make use of the most direct approach to American literature—that of the laboratory. "Century Readings" furnishes the material with which the student is to work, and every question in this book is an "experiment" or "problem."

2. To cause a student to investigate a selection itself rather than to require him to find what some critic has said about it.

3. To develop, in the mind of the student, the power of original thought, and the power to pass intelligent judgment upon not only the selections studied but also upon all other pieces of literature with which he may later come into contact.

4. To guide the student in his effort to find what is worth while in each

selection, and to help him to learn what place each occupies in its field. This will reduce waste effort to a minimum and eliminate most of the "floundering" that is only too common among ambitious but untrained students.

5. To present a carefully worked out "balance" in the study of different periods and of different forms of literature. No type is slighted because of lack of enthusiasm for it, and no type is given undue attention because of the pleasure involved in teaching or studying it.

6. To give every student in the class the same definite assignment and thus to bring about uniformity of preparation. This should secure (a) a good class recitation, if the recitation method is used, or (b) the best possible preparation for the understanding and appreciation of a class lecture on the author or period studied.

7. To save the instructor from the deadening routine and grind of making out assignments for each day's work, and then of dictating them (at a further waste of time) to the class.

Although questions have been prepared for the study of every selection in "Century Readings," it is not expected that any professor will choose to make use of all. Each instructor will use the book in his own way, and will make it fit into his own method of teaching. If a text on the history of American literature is used, the questions on the biographical and critical matter can easily be omitted. On the other hand, the careful study of the questions on the biographical material—especially if this is supplemented by class lectures—will supply the information commonly given in such a "text." The instructor who prefers to combine the "type method" with the regular chronological presentation will make use of the "type questions" at the close of each Period. Other methods will suggest themselves to each instructor as he becomes familiar with the book.

Problems marked with the asterisk (*) require outside investigation and often comparison with selections from English literature. These should, therefore, not be required of all members of a class but should be given as special assignments to individual students who are capable of carrying on such work.

If the instructor desires to omit the work of some of the minor writers and also some of the less significant works of our major authors, he may have the class study only the selections marked with the Roman numeral I. This plan will eliminate approximately one-fourth of the material in the anthology, but will still provide a well balanced course of reading in the most important works of American literature. A further limitation of another fourth may be made by using only the selections marked with the Roman II.

Questions for a brief but thorough review are placed at the end of each Period.

As the author wishes to make this work of the greatest possible use-

fulness in his chosen field of American literature, he will welcome criticisms and suggestions from those who are using the book in their classrooms.

Macomb, Illinois

IRVING GARWOOD

I

THE COLONIAL AND REVOLUTIONARY PERIOD
1607–1787

WILLIAM BRADFORD

Early Days of the Colony (I, II) 8

1. Contrast the Cavalier John Smith with the Puritan William Bradford.

2. How do the writings of Smith and Bradford represent the characteristics of the two groups of settlers?

3. Point out traits in America to-day that have been contributed by the Cavaliers of Virginia and by the Puritans of Massachusetts.

4. Show that the compact is characteristic of the Puritans.

5. Note that the party expected to settle in Virginia. Do you think the history of America might be a different story if adverse winds had not blown the Mayflower out of its course? Sermonize if you wish.

6. Judging from this selection would you say that the Puritans were prohibitionists?

7. In what way is this material valuable as history?

The Settlement at Merry Mount (I, II) 10

1. Give a characterization of Morton, from Governor Bradford's point of view.

2. What were the charges against him?

3. Read Hawthorne's story, "The Maypole of Merry Mount," in *Twice Told Tales,* and note how the author has thrown a cloak of romance over material that is, as Bradford relates it, anything but romantic.

4. Would you call Bradford's description of the taking of Morton humorous? Explain.

5. Tell of the Puritans' experience with the new minister.

JOHN WINTHROP

Three Extracts from the Journal (I, II) 14

May 14, 1645

1. Judging from this selection, point out qualities of Winthrop that show his fitness for leadership.

2. Give the argument in his discussion of natural and civil liberty. Is the reasoning sound? Does it apply to-day?

July 3, 1645

1. Tell of the founding of the free school system in New England. Keep in mind that the Puritans held it a duty to teach all children to read the

Bible. The leadership of New England in education, you will note, was not accidental.

2. How was Harvard College supported? Can you, from the figures here given, estimate the price of "corn" in Massachusetts in 1645?

April 13, 1645

1. How does the case of Mrs. Hopkins show Winthrop's idea of woman's sphere?

June, 1648

1. What manifestations of witchcraft do you find?
2. Does the author apparently believe the stories?
3. What characteristic of Puritanism do you find in the snake incident?
4. With the description of the flocks of wild pigeons compare Audubon's account, page 179.

THOMAS MORTON

BIOGRAPHY AND CRITICISM 18

1. Give a brief characterization of Thomas Morton.
2. Why did the Puritans consider him a public nuisance?
3. What was the nature of his book, "The New English Canaan"? Has it historical value?
4. What use of this material have later writers made?

The Song (I, II) 18

1. Show that Morton's song would be particularly offensive to the Puritans. Was it meant to be?
2. Note the irony in the fact that the earliest poem known to have been written in Puritan New England should be this drinking song.

Of a Great Monster, etc. (I, II) 19

1. How does Morton's story supplement Governor Bradford's?
2. Point out contradictions in the two accounts.
3. Where do you think the truth probably lies?
4. Characterize Morton's style of writing. What is the source of his humor?
5. What thrust does he make at the Roundheads?
6. Contrast Morton's description of Miles Standish with Longfellow's well known characterization of this brave Captain.

How the 9. Worthies, etc. (I, II) 21

1. What disagreeable or unworthy traits of the Puritans are presented?

2. Do you believe the story of Morton's abandonment upon the island? Explain.

RICHARD MATHER

BIOGRAPHY AND CRITICISM 22

1. How does Richard Mather happen to have a place in American literature?
2. Upon what basis did the Puritans make their choice of men to rewrite the Psalm Book?
3. How great a success did the book achieve?

From the Preface of the Bay Psalm Book (I, II) 22

1. Why did the Puritans determine to have a new Psalm Book?
2. What is distinctively American about this book?
3. Did the authors think they had written real poetry? Explain.
4. Comment upon the statement, "Gods Altar needs not our pollishings. . . ."

Psalme 1 (I, II) 23

With this version of Psalm I, compare the majestic King James version: "Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the way of sinners, nor sitteth in the seat of the scornful. But his delight is in the law of the Lord; and in his law doth he meditate day and night. And he shall be like a tree planted by the rivers of water, that bringeth forth fruit in his season; his leaf also shall not wither; and whatsoever he doeth shall prosper. . . ."

Psalme 23 (I) 24

1. Compare this version of the celebrated twenty-third psalm, with a version in a modern hymn book.

Psalme 100 (I) 24

1. Compare this version with the "Long Meter Doxology"—Old Hundred:

> "Praise God from whom all blessings flow;
> Praise him, all creatures here below;
> Praise him above, ye heav'nly host;
> Praise Father, Son, and Holy Ghost."

Psalme 137 (I, II) 24

1. As an illustration of the way a poet is inclined to take liberties with Bible material, compare with this version and the Bible version, the verses of Timothy Dwight, page 154.

GENERAL QUESTIONS (I)

1. Give your own opinion of the fairness or unfairness of Professor Bronson's comment on the verse of the Bay Psalm Book: "Some of the lines it is quite impossible to scan by any methods however heroic, and most of them clank like an engine with gravel in the bearings."

2. Does the verse form seem wisely chosen? Note that it is the same as that in "Yankee Doodle," "Mary's Lamb," and "It Ain't Gonna Rain No More."

3. Wherein lies the interest in the Bay Psalm Book for the reader of to-day?

NATHANIEL WARD

BIOGRAPHY AND CRITICISM 25

1. Explain the significance of the full title of Ward's book.
2. What kind of man was the author?
3. What gave literary prominence to Ipswich in the early days?
4. What are the chief qualities of Ward's book?
5. What purpose was it designed to accomplish?

On Toleration (I, II) 25

1. What, in general, is Ward's idea of toleration? How well does it harmonize with the teachings of the Puritans? How well does it correspond with the ideas concerning toleration we hold to-day?

2. What are the "foure things" his heart detests?

3. Cite examples to show that Ward is perfectly sure as to just what God and Satan are thinking, and planning.

On Women's Fashions (I) 27

1. What are Ward's ideas concerning "the new woman"? How do they harmonize with those of the present day moralists?

2. Why has Ward so long remained a widower?

3. Make a list of a half dozen of the author's epithets. Does their unfamiliarity to the reader render them less effective, or more effective?

Ward's Opinion of Ireland 30

1. What seems to be at the bottom of Ward's hatred of Ireland?

GENERAL QUESTIONS (I)

1. What seems to be the chief value to us of "The Simple Cobbler"?

2. Make a brief analysis of Ward's style.

3. Give a characterization of the man Ward, as revealed in these selections.

4. Nathaniel Ward once said to a friend, "I have only Two Comforts to Live upon: The one is in the Perfections of Christ; The other is in The Imperfections of all Christians." Comment.

ANNE BRADSTREET

BIOGRAPHY AND CRITICISM 31

1. What is the significance of the title, "The Tenth Muse"?
2. Account, if you can, for the high praise given Mrs. Bradstreet in her day.
3. Was her material poetic? Explain.
4. Under what handicaps did she labor?
5. What famous families claimed Mrs. Bradstreet as an ancestress?

Prologue (I, II) 31

1. Would you say that Mrs. Bradstreet expresses herself with ease, or clumsily?
2. What was her idea of woman's place in the world? Are her ideas revolutionary? Were they then?

Spring (I, II) 32

1. Is this selection poetry or doggerel? Defend your position.
2. Explain the reference, in line 31, to the nightingale, a bird never seen in America.
3. Lines 53–56 have been especially admired. Are they better than the rest of the poem?
* 4. Is the form of this poem the strict heroic couplet? Prove your answer.

Contemplations (I) 33

* 1. Find in the verse form of this poem evidences of the influence of Chaucer's rime royal and of the famous Spenserian stanza. What has Mrs. Bradstreet borrowed from each form, and what is her own addition?
2. Criticize the opening stanzas of "Contemplations" as poetry. Is there imagination? Close observation? Skill in expression? The feeling of a true poet?
3. Pick out descriptions of nature that have a placid beauty.
4. Show the real merit in lines 120–126.
5. List at least four examples of moralizing.
6. What is the meaning of line 190? Note the Elizabethan use of "prevent."

GENERAL QUESTIONS

1. Just what position did Mrs. Bradstreet hold as a poet in her own day? What position would you give her now?

2. Contrast her verses with those of the Bay Psalm Book. Just what progress has been made?

3. Show that her poems are representative of her age.

*4. Do you agree with Professor Boynton's statement that "Her 'Contemplations' . . . is as poetic in thought as Bryant's 'Thanatopsis,' or as Lanier's 'The Marshes of Glynn'"?

MICHAEL WIGGLESWORTH

BIOGRAPHY AND CRITICISM 37

1. Why is Wigglesworth called "The Laureate of Puritanism"?
2. Give the main facts concerning his life.
3. To what extent did he impress himself upon his times?
4. What was Lowell's comment on "The Day of Doom"?
5. What is the real value of the book to-day?
6. What does Hawthorne say of the Puritans for whom it was written?

The Infants Plead Their Case (I, II) 37

*1. Compare the material of "The Day of Doom" with that of Milton's "Paradise Lost" and Dante's "Divina Commedia."

2. Account, if you can, for the very wide popularity of "The Day of Doom."

3. How did the Puritan theology account for the presence of sin in the world?

4. Point out the essential cruelty in this belief.

5. By what reasoning does the author arrive at the justice of "infant damnation"?

The Judge Pronounceth the Sentence of Condemnation (I) 38

1. Why is the present day reader of this verse not inspired with the same degree of terror as were the readers of Wigglesworth's own time?

2. What can you say of the dignity or lack of dignity in the verse form used?

Stanzas 40

1. Comment upon the figure in lines 7–8. They have been called the only good lines Wigglesworth ever wrote.

2. Show that these verses present another side of the New England theology.

COTTON MATHER

BIOGRAPHY AND CRITICISM 41

1. What was the nature of American Puritanism in the second and third generations?
2. Describe the childhood and youth of Mather.
3. What were his outstanding traits at maturity?
4. Tell of his influence in Boston.
5. What was the character of "Magnalia Christi Americana"? What is the value of the book?

Enchantments Encountered (I, II) 42

1. Is this extract history? Has it any historical value?
2. Give proofs that Mather takes the matter of witchcraft seriously.
3. Cite examples to show that Mather is perfectly certain as to just what plans are being laid in Heaven and in Hell. Does this cocksureness seem to be characteristic of the Puritans?
4. Give your own estimate of Mather's style. Prove your assertions.

The Churches of New England (I, II) 44

1. Point out the great breadth of material to be treated in the "Magnalia."
2. How does this extract help the present day reader to understand the way the Puritans looked upon their mission in America?

The Life of Mr. Ralph Partridge (I) 45

1. Explain the puns in this tribute to Mr. Partridge.
2. Did Mather intend to be humorous in his treatment of the subject? Show how the public taste for puns has changed since Mather's time.
3. After reading this selection one can readily understand that Mather would be ready to offer to the grieving people of *Boston* the comfort that might be found in the anagram *Sob Not.*

WILLIAM BYRD

BIOGRAPHY AND CRITICISM 47

1. Tell of the education and training of Byrd.
2. What was the nature of the author's chief work? What is its value?

The Great Dismal Swamp (I, II) 47

1. Judging from the personality manifest in this selection, give a characterization of the author.

2. Contrast the material, tone, and style of this Cavalier writer, with those of the Puritan writers. In this connection read Grady's contrast between the two groups of colonizers, page 937a, lines 4–30.

3. What was the character of the men who undertook to survey the Dismal Swamp? Do they seem less courageous or less hardy than the settlers of New England? It is interesting to note that one of William Byrd's direct descendants, Richard Byrd, was the first human being to fly over the North Pole. This was in 1926.

4. How does the author use the expression "Canterbury Tale"?

5. Tell the story of the lost North Briton.

JONATHAN EDWARDS

BIOGRAPHY AND CRITICISM 50

1. How did the Puritan religion develop intellectuality among its leaders?

2. What were the leading subjects for religious discussion? Are these topics widely discussed to-day, or have they all been settled?

3. Give the main points in the biography of Edwards.

4. Tell of his effectiveness as a preacher.

5. What is the character of his greatest work?

6. What claim has he to a place among the literary men of America?

A Young Puritan's Code (I, II) 50

1. How completely does Edwards' code give the essence of Puritanism? Is it fair to judge the New England religion by this set of principles? Defend your position.

2. How many of the principles would you retain and how many would you reject in making out a code for a young man of twenty in this generation? Give your reasons.

3. How well does Jonathan Edwards, as revealed in these selections, fit the characterization given by Mrs. Stowe on pp. 458 ff.?

Whether Any Event, or Volition, Can Come to Pass without a Cause (I) 51

1. From the selection on "Causes" show Edwards' power as a logician.

2. Explain the satire on Puritan logic, presented in "The Deacon's Masterpiece," page 416.

TWO EIGHTEENTH CENTURY WITS

BIOGRAPHY AND CRITICISM 54

1. What literary merit have the writings of the preacher, Byles?
2. What value have the writings of his friend the distiller, Green?
3. What new phase of life in New England do these men present?

Byles's Hymn To Be Sung at Sea (I, II) 54

1. Explain the conditions under which this hymn was written. Is it good poetry?
2. Criticize the selection as poetry.

Green's Version of the Hymn 55

1. What motive called forth this version?
2. Compare its merit with that of the preceding poem.

The Psalm 55

1. Point out the burlesque features of this selection.

Byles's Parody of Green's Version 55

1. Just how well does Byles take his cue from Green?
2. Has he as good a sense of humor as his rival?

Song 56

1. Show that Green's writing gave Byles an admirable opportunity for counter-parody.
2. Who really won in the wit contest?

Elegy by Green for Byles's Cat (I) 56

1. Point out all the thrusts at Byles in this poem.
2. Analyze, if you can, Green's humor. Is it "high comedy" or "low comedy"?

Impromptu Verses (I) 56

1. What is the source of humor in this selection?

Green's Epitaph for the Reverend Jonathan Mayhew 57

1. Contrast the material and style of this verse with those of the preceding lines.

On the Death of the Honorable Daniel Oliver, Esq. 57

1. Just what rank as poetry would you give this epitaph? Is the feeling sincere? Is the expression dignified?
2. What seems to be the principle governing the author's use of capitals?

JOHN WOOLMAN

BIOGRAPHY AND CRITICISM 58

1. What was the religion of Woolman?
2. Give an estimate of his literary style.
3. What would you consider his chief services to America?

The Journal of John Woolman (I, II) 58

1. Contrast the tone of Woolman's writing with that of the Puritan writers. Is there a difference in sincerity of religious devotion? If so, what is it?
2. How is the personality of Woolman revealed in these selections? In this connection compare the statement of Whittier, that "one is sensible, as he reads, of a sweetness as of violets," and the exclamation of Charles Lamb, "Get the writings of John Woolman by heart, and love the early Quakers."
3. What evidences do you find that the Friends desired simplicity in living?
4. What pictures are given of sea travel in the eighteenth century?
5. Make a list of at least five expressions used by Woolman to describe his religious emotions.
6. Dr. Eliot, in making out his famous "Five Foot Shelf" of books, included the "Journal of John Woolman." Give your own reasons to show that his choice was, or was not, a wise one.

THOMAS GODFREY

BIOGRAPHY AND CRITICISM 63

1. What claim has Godfrey to distinction?
2. Under what great difficulties did he work? Who were his models?
3. Discuss the merit, or lack of merit, of "The Prince of Parthia."

The Prince of Parthia (I) 63

1. Tell briefly the story given in Act V of "The Prince of Parthia."
2. Do the characters seem true to life? Does the language seem natural, or stilted? Point out conventional situations and expressions.
3. Judging from this effort of Godfrey's in a very difficult field, give evidences of real promise.

*4. Point out definite instances of borrowing of style, plot, or situation from Shakespeare. Compare for example the endings of "Macbeth" and of "Othello."

SONGS AND BALLADS OF THE COLONIAL AND REVOLUTIONARY PERIODS

INTRODUCTORY NOTES 69

1. What was the material of these verses? How were they preserved and passed on?

2. What use was made of the war songs?

3. What is the literary merit of these songs? What other values have they?

4. In what way are they characteristically American?

Lovewell's Fight (I, II) 69

1. Tell the story of "Lovewell's Fight."

* 2. Study the characteristics of the early English ballads. How many of the true ballad traits do you find in this one? Explain fully. Compare this with an early English ballad of similar theme and tone.

3. Point out crudities of expression in this selection. On the other hand, point out qualities that give it real power.

4. In connection with the study of this early poem it is interesting to learn that the boy Longfellow, at the age of thirteen, wrote his first published poem on this same "fight." Compare the two poems. What advantage does each possess? Do you see in this juvenile poem any characteristic traits of the mature poet?

THE BATTLE OF LOVELL'S POND

(Published in the Portland Gazette in 1820)

Cold, cold is the north wind and rude is the blast
That sweeps like a hurricane loudly and fast,
As it moans through the tall waving pines lone and drear,
Sighs a requiem sad o'er the warrior's bier.

The war-whoop is still, and the savage's yell
Has sunk into silence along the wild dell;
The din of the battle, the tumult, is o'er
And the war-clarion's voice is now heard no more.

The warriors that fought for their country—and bled,
Have sunk to their rest; the damp earth is their bed;

No stone tells the place where their ashes repose,
Nor points out the spot from the graves of their foes.

They died in their glory, surrounded by fame,
And victory's loud trump their death did proclaim;
They are dead; but they live in each Patriot's breast,
And their names are engraven on honor's bright crest.

Song Composed in Chester. . . . (I, II) 71

1. What is the tone of this song?
2. Point out, if you can, traits that are typically English in this "American" song.
3. Contrast the prophecy of this song with the actual events of the expedition.

A Whaling Song (I) 71

1. What are some of the pictures presented in this song?
2. Apply your imagination to this poem, and give a brief characterization of the whalers.

Soldier Song (I, II) 72

1. Describe soldier life as presented in this song.
2. Do you think the song would be popular among the British soldiers? Why?

The Liberty Song (I, II) 72

1. What is the place in history of "The Liberty Song"?
2. What is the significance of the word "American" as used throughout this song? Have you met this word in any of the earlier writings?
3. What is typically American in the motto of line 30?
4. Just what is the feeling toward England expressed in the final stanza?

Virginia Banishing Tea (I) 73

1. What connection with history has "Virginia Banishing Tea"?
2. What is the significance of line 21?

A Lady's Adieu to Her Tea Table (I) 73

1. Write a paragraph describing a tea party in 1774.

A New Song 74

1. How does the author secure the galloping effect in these stanzas?
2. What is the author's meaning of "Freedom"?

The Pennsylvania Song (I) 74

1. What indication do you find in this song that the War has actually begun?

A New Song (I) 74

1. Show that the meter of this poem renders it especially well fitted for setting to music.
2. Discuss the use of the refrain.

Nathan Hale (I, II) 75

1. Justify or deny the statement that "Nathan Hale" was the best ballad that came from the struggle for independence.
2. Tell, briefly, the story as here given.
3. Point out examples of real poetic power.

The Fate of John Burgoyne (I) 76

1. Point out the mock heroic in this selection. Note that it is written to the tune of "Yankee Doodle."
2. What threat do you find in the last stanza?

Bold Hawthorne (I) 76

1. Give the main adventures of the cruise of the "Fair American."
2. How would you rank this selection as poetry?

Expedition to Rhode Island 77

1. What is the tone of this song?
2. Give briefly the story of it.

The Old Year and the New (I, II) 78

1. What attitude toward the War is shown in this song?
2. Compare this piece with some of the songs of the other side. Can you distinguish a difference in the degree of fervor? Explain fully.

A Tory Ballad (I) 78

1. What seems to be the poet's opinion of the enemy? Of the German troops?
2. Point out examples of realistic description.
3. Could you moralize a little, if necessary, upon the evil passions brought forth by the demon War?

Loyalist Song (I) 79

1. Give your opinion of the cheerful philosophy of this song.
2. Would you call the Philadelphia merchant, Joseph Stansbury, a staunch supporter of the King? Back up your argument.

* 3. Who was the Vicar of Bray? What is suggested by the mention of his name in this poem?

JOHN DICKINSON

BIOGRAPHY AND CRITICISM 81

1. Just what stand did Dickinson take before the war?
2. What was his action during the war?
3. To what extent did his book influence thought and feeling in America?
4. What are the qualities of his style?

Letters from a Farmer

Letter III (I) 81

1. Point out arguments for the need of maintaining cool, calm judgment in this crisis.
2. What is the point in the reference to the battle attacks of the Spartans?
3. What arguments are presented against the resort to arms?
4. Just what method of procedure does Dickinson advocate?

Letter XI (I) 84

1. Show the change in feeling that has come since the writing of Letter III. Contrast the ending phrases.
2. What use does the author make of the lines from Alexander Pope?
3. What warnings are given to the American people? Were they justified?
4. Account for the great influence of these letters.

PATRICK HENRY

BIOGRAPHY AND CRITICISM 88

1. Why is Henry called the leading orator of the Revolutionary period?
2. What, apparently, were the chief qualities of his oratory?
3. Compare the date of William Wirt's birth with the date of the giving of this speech. How much of the speech do you suppose Wirt actually remembered?
4. Why is Henry called a "single-speech" orator?

Speech before the Virginia Convention of 1775 (I, II) 88

1. Trace the increasing tenseness of emotion throughout this speech.
2. Point out classical or Biblical references. What is the effect of these?
3. What use does Henry make of rhetorical questions?
4. Is the appeal in this speech primarily to the intellect, emotions, or will? Give proofs.

5. Contrast the style of this Revolutionary oratory with that of to-day. What is the reason for the change?

6. Account for the love of this speech by successive generations of schoolboy orators.

THOMAS PAINE

BIOGRAPHY AND CRITICISM 90

1. Just what part did Paine play in the struggle for independence?

2. Give the main points in Paine's biography.

3. What points did Franklin and Paine make in their mottoes concerning Liberty?

4. What was the material in "The Age of Reason"?

5. What were Paine's strong points? His weaknesses?

Government and Freedom (I, II) 90

1. What justification can you find for the statement that Paine's pen was "worth more to the cause of liberty than twenty thousand men"?

2. What is the argument in this pamphlet? How does the author make it effective?

3. What does Paine mean by saying that "in America the law is king"?

The Times That Try Men's Souls (I, II) 91

1. Discuss the effectiveness of the opening sentences of this selection.

2. What idea does Paine express concerning the time the Declaration of Independence should have been set forth?

3. What, according to Paine, is the peculiar advantage of panics?

4. What tribute did he bestow upon Washington? Did the later years of the Revolution justify this estimate?

5. Why are all tories called cowards?

6. Would you call the various arguments in this selection logical and sensible, or are they mere appeals to the emotional natures of his readers? Justify the stand you take.

From the Castle in the Air, etc. (I) 94

1. What was the age of Paine when he penned these romantic verses? Comment if you wish.

2. Discuss the poetic merits of the piece.

FRANCIS HOPKINSON

BIOGRAPHY AND CRITICISM 95

1. What place in literature did Philadelphia hold before Irving's time?

2. Tell of the training and experience of Hopkinson.
3. What different kinds of writing did he do?
4. What were the chief qualities of his style? In what kind of writing did he excel?

A Letter from a Gentleman in America. . . . (I, II) 95

1. What is the purpose of the author's long introduction on customs?
2. Is the question of whitewashing really a part of the marriage contract?
3. Discuss the author's power of description.
4. Does the description of the horrors of house-cleaning sound far distant, or strangely modern? Explain.
5. Point out the best examples of the author's humor. Can you find traits in it that brand it as distinctly American?

The Battle of the Kegs (I, II) 99

1. Tell the story of this famous battle.
2. Criticize the selection as poetry.
3. Account for its very wide popularity.
4. What effect upon the morale of the American people would such a piece have? Professor Howe says it "was as good for the American cause as the winning of a real battle."

My Gen'rous Heart Disdains (I) 100

1. What is the tone of this poem?
2. Does Hopkinson seem in earnest, or is he expressing a conventional idea of his day?

A Hunting Song (I) 100

1. Would you say the spirit of this song is typically English, or American?
2. Show the adaptation of the verse form to the material.

Jemmy the Sailor 101

1. What is the situation in this poem? In what lies the appeal to the reader?

JOHN TRUMBULL

BIOGRAPHY AND CRITICISM 102

1. What kinds of writing did Trumbull produce?
2. What was his theme in "The Progress of Dulness"?
3. What classic writers did Trumbull burlesque in "M'Fingal"?

4. What is the plan of the poem?
5. What interest has it for the reader of the present day?

M'Fingal, an Epic Poem (I, II) 103

1. What is the author's purpose in writing this poem? How does he accomplish it?

*2. Compare the verse form with that of Pope in his heroic couplets. Just what changes are made? Why?

3. Show that the poem is mock heroic throughout.
4. Give a characterization of M'Fingal.
5. Give in your own words the picture of M'Fingal riding in state through the town.
6. Make a list of at least a half dozen classical or Biblical allusions.
7. What are the choicest bits of humor in this description?
8. Would you call Trumbull a genius? Explain fully.

JOEL BARLOW

BIOGRAPHY AND CRITICISM 109

1. What theme occupied the minds of the poets at the close of the Revolution? Was the theme truly poetic? Were the poets able to handle it?
2. What is the plan of the "Columbiad"? (Compare the name "Iliad.")
3. What are the literary qualities of the book?

Psalm CXXXVII Paraphrased (I, II) 109

1. Contrast the dignified verse form of this poem with the verse form of some of the earlier versions of the psalms. Note that this is the verse employed in Gray's famous "Elegy."
2. Point out examples of "poetic diction"—words and expressions not used in ordinary prose.

The American Poets 109

1. How well does Barlow's estimate of the American poets stand the test of time?
2. What idea do you get of Washington's popularity at this time?

Hasty Pudding (I, II) 110

1. Note that this poem was written while the author was in France. Do you think that his being long without this dish helped to idealize it in his mind? Explain.
2. Does the poet seem wholly humorous in writing this piece, or is there real feeling underlying it?
3. Do you agree with the statement that this is "one of the best pieces of humorous verse in our early literature"?

4. Does life in the early days, as pictured by Barlow, seem attractive to the reader of to-day?

5. Comment upon the description of our ancestors as given in line 97.

6. What ones of the pictures in the poem do you find most interesting?

Independence; and the Coming of War 112

1. What qualities of this poem keep it from being successful?

2. How does Barlow personify War?

3. Point out the realism in the pictures of War's devastation.

APPENDIX I

Note: As this material belongs to the Colonial period it should, of course, be studied in connection with the other writings of the time.

ST. JOHN DE CRÈVECŒUR

BIOGRAPHY AND CRITICISM 1074

1. What was the nationality of this writer?

2. What different experiences had he in America?

3. Give your judgment concerning the value of his writings as source material.

4. What are the qualities of Crèvecœur as a writer?

On the Pleasures of an American Farmer (I, II) 1074

1. What points of similarity can you find between the Garden of Eden and Michel Guillaume St. John de Crèvecœur's American farm?

2. How is his enthusiasm manifest throughout? Do you think it real?

3. What keen observation do you find concerning the bees, wasps, hornets, and birds? Does the writer deserve the title of naturalist? Explain.

4. What glimpses do you get of domestic life in the early days?

What is an American? (I, II) 1077

* 1. With this discussion compare Daniel Defoe's poem, "The True Born Englishman."

2. Why should the English settler rejoice that he lives at such a time?

3. What contrast does he show between America and Europe? Study the passage beginning: "It is not composed, as in Europe, of great lords who possess everything. . . ."

4. By what examples does he portray the comfort and the independence of the American people?

5. How does he answer the question: "From whence proceed these laws"?

With this argument compare that of Thomas Paine in "Government and Freedom," page 90.

6. Give the substance of Crèvecoeur's answer to the question raised by the title. Study in particular his definition beginning: "He is an American, who. . . ."

The Snow Storm (I, II) 1079

1. Make a careful comparison between this pastoral description and that of Whittier in "Snow-Bound," page 392.

2. Point out the high literary quality of this selection.

3. What pictures are most vivid? What ones are most appealing?

4. What glimpse do you get of an early American school?

5. What do you learn of the home life of the farmer's family and servants?

6. What do you learn of "society" during the winter season?

7. Show the writer's enthusiasm for the life he describes.

8. Would you call the description realistic, or idealized? Do you think any group of people were ever so blissfully happy as these?

REVIEW TOPICS AND PROBLEMS

THE COLONIAL AND REVOLUTIONARY PERIOD, 1607–1787

1. Trace, at least roughly, the growth and development of literary skill through this period. Cite actual steps in advance that were made by different writers.

2. What selections give clear pictures of the life and thought of the Puritans? From these, construct a composite picture of the Puritan in New England. What seem to be the outstanding articles of his faith?

3. What selections show opposition to the Puritans? Upon what grounds were the objections made?

4. What selections portray the life and thought of the Cavalier in Virginia? What would you say was his attitude toward life?

5. With the Puritan and the Cavalier, contrast the Quaker, as you meet him in John Woolman's Journal.

6. Read Hawthorne's "The Scarlet Letter" for a careful presentation of the life and thought of the Puritans.

7. Read Joseph Hergesheimer's "Balisand" for interesting pictures of life in Virginia at the close of the Revolution.

8. Read Gertrude Atherton's "The Conqueror" for a study of the life of one of the greatest figures of this period, Alexander Hamilton.

9. From the selections in Part I of "Century Readings" pick the most interesting pictures of rural life. Of city life.

10. Read again all the humorous selections of this period. Can you see traits in these early years that will later blossom into a distinct species—American humor?

11. Make a brief study of verse forms of the period. What form seems to predominate? Does the poetry seem original, or imitative? Give proofs.

12. From these selections pick out the most vivid descriptive passages. What qualities give them strength?

13. Pick out the most effective examples of argumentative literature. What theories, principles, or ideals are advanced? What is the nature of the appeals made?

14. What selections in Part I throw light upon the study of the history of the time?

15. With the aid of some good text on English literature, learn what English works were written during these years. Shakespeare, Bacon, Milton, Bunyan, Addison, Swift, Pope, Defoe, and Gray all lived during some part of this period.

AMERICAN LITERATURE BY TYPES

THE COLONIAL AND REVOLUTIONARY PERIOD, 1607–1787

EPIC OR OBJECTIVE POETRY

The Epic Proper

From *The Columbiad*, Barlow, (a deliberate attempt to make an epic by force) 112

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. For a study of the epic as a type consult "The Book of the Epic," by H. A. Guerber. In this book read the stories of a half dozen of the world's great epics—say the Odyssey, The Æneid, The Song of Roland, The Divine Comedy, The Arthurian Cycle, and The Nibelungenlied. With these compare The Columbiad as to (a) method, (b) purpose, (c) material, (d) authorship, and (e) literary merit.

2. Is The Columbiad a true epic? Can a real epic be written by one man, in a civilized age? Defend your position.

3. Test this selection, or better yet, the entire work, by Professor Gayley's definition of an epic: "a dispassionate recital in dignified rhythmic narrative of a momentous theme or action fulfilled by heroic characters and supernatural agencies under the control of a sovereign destiny."

The Mock Heroic Poem, or Facetious Epic

M'Fingal, an Epic Poem, Trumbull 103

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Just what is suggested by the name used for this type—Mock Heroic Epic? What purpose in general could be accomplished by this type? Just what purpose is accomplished by this mock epic, "M'Fingal"?

2. In this connection it is interesting to learn that the type, the mock heroic epic, was known among the Greeks, the writers of the world's greatest epics. By way of comparison with other poems of this type, read the

greatest of the mock epics of English—Pope's "Rape of the Lock," and Butler's "Hudibras."

3. As this is one division of the larger type—satire—it would be well to make a study of the aims and methods of satire. Probably the best example for comparison would be "Gulliver's Travels," by Dean Swift, or "A Tale of a Tub," by the same author.

The Ballad

Lovewell's Fight 69
A Whaling Song, Osborn 71
Nathan Hale 75
The Fate of John Burgoyne 76
Bold Hawthorne 76
The Expedition to Rhode Island 77
A Tory Ballad 78
The Battle of the Kegs, Hopkinson 99

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Just what are the characteristics of the ballad as a type? What ones of these ballads most nearly meet these requirements?

2. What ones of this group could be classed as folk ballads? What ones are clearly the work of literary men?

3. What points are common to most of the selections in this group? Simplicity? Traditional or legendary material? Anonymity? Heroic deeds? Exploits of war? Repetition of phrases or lines? A form suited to singing?

4. What degree of literary skill do most of the authors seem to possess?

5. Which of the group have most literary merit? Substantiate your claim.

6. For what purpose, or purposes, would you say these ballads were written?

DRAMATIC POETRY

Tragedy

The Prince of Parthia, Godfrey 63

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Find a good working definition of the word tragedy. What was the origin of this type?

2. By a comparison with some of the world's truly great tragedies, such

as "Electra," "Œdipus Rex," or "Lear," give your estimate of the value of this one. Where is its weakness?

3. Find reasons, or give your own explanations for the fact that tragedy plays a small part in American literature.

LYRIC, OR SUBJECTIVE POETRY

The Love Lyric

From *The Castle in the Air,* Paine 94
My Gen'rous Heart Disdains, Hopkinson 100
Jemmy the Sailor, Hopkinson 101

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What are the chief characteristics of lyric poetry? (Raymond M. Alden's "An Introduction to Poetry" gives a good practical discussion of this form. The book will be found useful also in studying other forms of verse.)

2. How do these three selections illustrate the qualities of the lyric?

3. Which ones, if any, seem to be written from the poet's personal experience? Which ones seem artificial, or conventional?

The Martial and Patriotic Lyric

Virginia Banishing Tea 73
A Lady's Adieu to Her Tea-Table 73
The Old Year and the New, Odell 78

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What quality do these lyrics have in common?

2. What would you say is the purpose of the writers of this group?

3. Contrast the feeling of the Tory poem with that of the two poems written by the "patriots."

THE SONG

The Convivial Song

From *The New English Canaan,* Morton 18
Soldier Song 72
A Hunting Song, Hopkinson 100

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Just what spirit is suggested by the title of this group?
2. Account, if you can, for the extreme brevity of this list in an anthology of American literature.
3. Which one of these three is most successful? Why?

The Love Song

From *The Prince of Parthia, Godfrey* 63

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Just what part has such a song within a drama? Compare Shakespeare's use of songs in his plays: for example, "Full fathom five thy father lies," from *The Tempest,* and "Hark, hark! the lark," from *Cymbeline.*
2. With this love song compare Longfellow's "Serenade," page 359.

The Hymn or Religious Song

Psalms from the Bay Psalm Book, Mather 23
Soldier, Be Strong, Wigglesworth 40
Hymn to be Sung at Sea, Byles 54
Psalm CXXXVII Paraphrased, Barlow 109

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What qualities should you look for in the religious lyric? Do you find most of them here?
2. Pick out traits distinctly Puritan in this group.
3. Pick out three or four of the best lines in these poems. What qualities give these lines their value?
4. With these Puritan lyrics compare the Quaker hymn, "The Eternal Goodness," page 391.

The Patriotic Song, or National Hymn

To Arms, To Arms! 71
The Liberty Song, Dickinson 72
Hark! 'Tis Freedom 74
The Pennsylvania Song 74
A New Song 74
Loyalist Song, Stansbury 79

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What purpose had the authors of these selections in mind? What was their method?

2. Would you give these verses high rank as poetry?

3. Make a study of the different meters used. Which of the selections seem best adapted to singing?

The Elegy, and Elegiac Verse

Epitaph for the Reverend Jonathan Mayhew, Green 57
On the Death of Daniel Oliver, Byles 57

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What are the distinguishing characteristics of this type of poetry?

2. With the stiffness and artificiality of these early verses, contrast the simplicity and sincerity of "O Captain! My Captain!" page 594.

The Humorous Lyric

Green's Version of the Hymn, Green 55
Byles's Parody, Byles 55
Elegy for Byles's Cat, Green 56
Impromptu Verses, Green 56

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What would you say is the nature of the humor in these pieces? Study the distinction between "high comedy" and "low comedy" and decide to which class these belong.

Didactic Poetry

Prologue, Bradstreet 31
Spring, Bradstreet 32
Contemplations, Bradstreet 33
From *The Day of Doom,* Wigglesworth 37
Hasty-Pudding, Barlow 110

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Study carefully the meaning of the word didacticism. What place would you give it in poetry?

2. What "instruction" is presented in each of these selections?

THE ESSAY

The Nature Study

Pleasures of an American Farmer, Crèvecœur 1074
The Snow Storm, Crèvecœur 1079

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. For what purpose do these selections seem to have been written?
2. Is the author a lover of nature, "for herself alone," or is he interested merely in presenting a Utopia in the New World?
3. Compare the material and method of Crèvecœur with those of Muir in "A Wind-Storm in the Forest," page 928.

Literary Criticism

Preface to the Bay Psalm Book, Mather 22

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What, in general, is the purpose of literary criticism? What is the purpose of this particular piece?
2. Would you call Mather a literary expert, or a literary "handy man"? Reasons for your answer.

The Humorous or Facetious Essay

A Letter on White-Washing, Hopkinson 95

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Contrast the tone of this type with the tone of the serious essay, such as that of Mather's Introduction to the Bay Psalm Book. Show that the manner of each is appropriate to the material.
2. Judging from internal evidence, do you think Hopkinson expected his "friend in Europe" to believe the things he wrote in this letter?

The Controversial Essay

Letters from a Farmer, Dickinson 81
Government and Freedom, Paine 90
The Times That Try Men's Souls, Paine 91
What Is an American? Crèvecœur 1077

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What purpose in common have these four essays? What is the specific purpose of each?

2. Is the appeal in such essays primarily to the intellect, or to the emotions? Explain fully.

3. Can you find any significance in the fact that all the examples of the controversial essay given in "Century Readings" are found in the Colonial and Revolutionary Period? Has the type died out?

THE ORATION

John Winthrop's Defense 14
Speech before the Virginia Convention, Henry 88

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. These two speeches offer a good contrast in oratorical "appeals." Show that Winthrop's situation called for an address to the intellect of his hearers, and that Henry's situation called for an address to the feelings. Which is the higher type? Which is more effective?

2. Contrast the personalities of the two speakers. Do these men represent clearly the Puritan and the Cavalier?

HISTORY AND BIOGRAPHY

Enchantments Encountered, Mather 42
The Churches of New England, Mather 44
The Life of Ralph Partridge, Mather 45
The Great Dismal Swamp, Byrd 47

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Would you say that these two men possess what is called the "historical method"? Explain.

2. What is the value of writings such as these?

3. Show just how these selections fit into the category of "source material."

THE REPORT AND THE JOURNAL

Smith is Captured by the Indians, Smith 4

Early Days of the Colony, Bradford 8
The Settlement at Merry Mount, Bradford 10
From *The Journal of John Winthrop* 14
Of a Monster at Ma-re-Mount, Morton 19
Exploits of the 9. Worthies, Morton 21
The Journal of John Woolman 58

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. From these selections point out at least three different "purposes" the authors have in mind.
2. Contrast the style and method of Winthrop with those of Woolman.
3. Compare or contrast the personalities of Smith and Morton.
4. Of what value to the historian is such material?

INVECTIVE AND SATIRE

On Toleration, Ward 25
On Women's Fashions, Ward 27
Opinion of Ireland, Ward 30

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Note that the only selections of this type given in "Century Readings" are from the earliest period of American Literature. What indications can you find that tastes have changed since then?
2. To what kind of subjects does invective seem most appropriate?

THEOLOGY AND POLEMICS

A Young Puritan's Code, Edwards 50
From *The Freedom of the Will,* Edwards 51

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What are the chief characteristics of material of this type?
2. Account, if you can, for the dying out of interest in purely theological discussions.

II

THE NEW YORK PERIOD
1787–1830

THE NEW YORK PERIOD

BENJAMIN FRANKLIN

BIOGRAPHY AND CRITICISM 117

1. Name some of the varied activities of Franklin.
2. How did the "Autobiography" happen to be written?
3. How does Franklin rank as a literary man? What writings of his retain their interest for the reader of to-day?

A Selection from Franklin's Autobiography (I, II) 117

1. Comment upon Professor Bronson's statement: "The 'Autobiography' is one of the most interesting books ever written, holding the attention by the triple cord of its limpid, racy style, magnificent common-sense, and self-revelation of a great man."
2. What qualities do you find that would justify Franklin's being called, as he sometimes is, the first typical American?
3. Give your own opinion of the argument that Franklin's education, given to him by himself, was better for him than a university education.
4. Note carefully the books that first interested him. To what extent do they indicate his interests in later life? Is it likely they had much to do in shaping his later interests?
5. Tell of his early attempts at versifying. Note his modesty in the narrative.
6. What is Franklin's opinion of argument as an aid to conversation? Note his close observance of human nature.
7. Tell how Franklin learned to write. Would his method be a good one to use to-day?

*8. Compare the method devised by Robert Louis Stevenson.

9. What use did Franklin make of the celebrated Socratic method of reasoning?
10. Tell of Franklin's experience in contributing to his brother's paper.
11. Discuss the ethics involved in Franklin's getting free from his apprenticeship to his brother.
12. In Franklin's journey from Boston to Philadelphia, point out examples illustrating his ability to make friends. How was this ability useful to him in later life?
13. What is there in the description of his entry into Philadelphia that has laid such hold on the popular imagination?

14. What qualities in the youth attracted the attention of Governor Keith?

15. Point out Franklin's evident satisfaction in telling of his return to Boston after his success in Philadelphia.

16. In writing an autobiography there is always the danger that the writer will seem egotistical. How well has Franklin met this difficulty?

The Way to Wealth (I, II) 126

1. What device or frame does the author use to hold these proverbs together? Is it a natural one?

2. What examples of sly humor do you find at the opening and the close of the selection?

3. What are some of the proverbs dealing with laziness?

4. What is Franklin's definition of leisure? Did he, in his own life, accept this idea?

5. What advice does he give concerning changing from one location to another?

6. What advice concerning little luxuries?

7. How shall one learn the value of money?

8. What does Franklin say of pride?

9. What is said of running into debt?

10. How much does Franklin apparently rely upon help from Heaven? How much upon his own efforts?

11. With line 14, page 127b, compare line 33 of Longfellow's "A Psalm of Life," page 356.

12. Make a list of ten of these sayings that are in current use to-day.

13. To what extent has the practical philosophy of Franklin permeated American civilization? Putting the question differently, to what extent is the present material prosperity of America due to Franklin's influence?

An Added Chapter to the Book of Genesis (I) 131

1. How well has Franklin imitated the style of the King James version of the Bible?

2. What is the point Franklin is making? How does it harmonize with his own ideas of tolerance?

GEORGE WASHINGTON

BIOGRAPHY AND CRITICISM 132

1. Upon what basis may Washington be classed as a literary man?

2. What qualities do his writings possess?

3. What place does the "Farewell Address" hold in the world's literature?

Washington's Farewell Address (I, II) 132

1. Read the address entire without stopping to study details. Read and study a second and third time. Master the selection as a part of your preparation for citizenship.

2. Note that the "address," which really was not spoken at all, is, in essence, an essay. Show that the author had in mind the problem of instructing the young nation in regard to present movements, and in regard to carrying on the established policies of the Government.

3. Contrast the style of writing used to-day with the heavy, formal style of the eighteenth century, influenced so greatly by the great English writer, Johnson.

4. Point out examples of balanced construction, of the periodic sentence, of contrast, and of repetition.

5. Why does Washington decline a third term? Does he advise against a third term as a principle to be followed by all his successors?

6. How does he enjoin reverence for the Constitution?

7. What arguments are presented for maintaining "the unity of Government"?

8. What is the source of his pride in the name *American?*

9. In what ways were the East, West, North, and South interdependent? Are they so to-day? Explain.

10. What arguments are presented to show the need of a strong central Government?

11. What caution is given against sectional jealousies?

12. In the light of present day affairs comment upon Washington's statement: "But the Constitution which at any time exists, till changed by an explicit and authentic act of the whole people, is sacredly obligatory upon all."

13. What caution is given against political parties? Have later events shown Washington's fears to be well grounded?

14. What place are religion and morality to hold in our nation? What does Washington say concerning morality without religion?

15. What advice is given in regard to public education?

16. What does the author say concerning public credit?

17. Why does Washington advise against both hatred and extreme attachment in regard to other nations.

18. What is Washington's advice concerning foreign alliances? Is his argument respected to-day?

19. Comment upon the modesty and sincerity shown in the last two paragraphs.

20. How is Washington's character revealed in this address?

21. Justify or refute the statement that this address is the "richest heritage

that has come down to us from the Fathers of the Republic." Where would you rank the Declaration of Independence? The Constitution?

PHILIP FRENEAU

BIOGRAPHY AND CRITICISM 141

1. Tell of the ancestry and the youth of Philip Freneau.
2. How did Freneau acquire his material for "The British Prison Ship"?
3. In what literary activities did he engage?

The Rising Glory of America (I, II) 141

1. Discuss the spirit of "The Rising Glory of America."
2. Has the prophecy in lines 20–30 been fulfilled?
3. Has the prophecy of lines 156–193 been fulfilled, or is it still in the future?

The Northern Soldier (I) 144

1. What is the thought in "The Northern Soldier"?
2. What side light on American history does it give?

The House of Night 144

1. Tell the story of the poem.
2. Point out passages of unusual descriptive power.

* 3. Compare this material with that of the "Gothic romances" of England, such as "The Castle of Otranto" or "Vathek."

4. Can you notice any similarity between the thought in the last stanza and that of the closing lines of "Thanatopsis"?

To the Memory of the Brave Americans (I, II) 148

1. Justify or refute Scott's statement that this is the best thing of its kind in the language. Was Scott a competent critic of poetry?
2. Is the material appropriate? Are the images attractive?
3. Is there strong emotion? Imagination?

Arnold's Departure (I) 149

1. Discuss the material of this poem? Is it suitable for poetic treatment? Explain.

* 2. Compare with this the celebrated "Hymn of Hate" by Ernst Lissauer, and contrast with the latter, Helen Gray Cone's "Chant of Love for England."

3. How does the poem reflect the spirit of the Revolution?

The Hurricane (I) 149

1. What qualities make this poem effective?

2. Point out unusually effective bits of description.
3. What preparation had Freneau for the writing of such a poem?

The Wild Honeysuckle (I, II) 149

1. This poem has been called the high water mark of American poetry of the eighteenth century. What, in your estimation, would entitle it to such a rank?
2. Compare carefully Bryant's poem "To a Fringed Gentian." Which would you call the better nature poem? Why?
3. Give evidences of the poet's close observation.
4. Has the poet a true, sympathetic love for nature? Prove your answer.
5. Does the moral of the last stanza add to or detract from the value of the whole?

The Indian Burying Ground (I) 150

1. According to Freneau, what is the significance of the posture we give our dead?
2. What is the meaning of the posture the Indians give their dead warriors?
3. Point out the appeal to the imagination in lines 33–36.

To Cynthia (I) 150

1. Give your own estimate of the merit of this poem.
2. Is Cynthia on earth or in heaven? Give reasons for your answer.
3. With this poem compare the better known poem of Burns, "Flow gently, sweet Afton."

Ode (I) 151

1. Discuss the advantages and disadvantages in substituting this Ode for our present national song "America." By leaving out the poorest, or least suitable stanzas (as was done in "America") the song would be reduced to a reasonable length.

On the Anniversary of the Storming of the Bastille (I) 151

* 1. What is the significance, in French history, of the fall of the Bastille?
2. How does this poem show the common interest of America and France?

The Republican Genius of Europe 152

1. How does this poem reveal the enthusiasm of the period of the French Revolution?
2. What change is to come over Europe?

On a Honey Bee (I) 152

1. How would you classify this poem?
2. Point out examples of the author's humor.

TIMOTHY DWIGHT

BIOGRAPHY AND CRITICISM 153

1. What claim had Dwight to a place in the "Brahmin caste"?
2. Tell of his education.
3. What important educational position did he fill?
4. What was the nature of his book of travel?

Columbia (I, II) 153

1. Would such a poem be in good taste to-day or would it be called bombast?
2. Now that a century and a half has passed, point out parts of the prophecy that have been fulfilled, and parts that are still in the future.

Psalm CXXXVII (I, II) 154

1. What qualities of this piece make it a favorite hymn to-day?
2. Is the imagery in lines 6–8 clear, or confused? Just what is the point illustrated?

ROYALL TYLER

BIOGRAPHY AND CRITICISM 155

1. What positions did Tyler hold?
2. What claim has Tyler to literary recognition?
3. What merit has "The Contrast"?

The Contrast, A Comedy

Prologue (I, II) 155

1. Why is the prologue called an American literary declaration of independence?
2. How does the author forestall his critics?

Act II 156

1. Contrast the American servant with the English servant.
2. What traits of the English servant are satirized?
3. Point out typical Yankee traits in Jonathan.
4. What would you say is the source of the humor?
5. Explain the passage, "General Shays has sneaked off, and given us the bag to hold."

Act III 158

1. What thrusts at English fine manners do you find?
2. Retell Jonathan's experience at the theater. What has been his religious teaching concerning the playhouse?
3. Contrast Jonathan's two courtships.
4. What use is made of the song, "Yankee Doodle"?

Act V 162

1. Explain the satire in the rules for laughing. Do you think it was deserved?

GENERAL QUESTIONS

1. What seems to have been the author's purpose in writing the play?
2. Give your opinion of its actability.

ALEXANDER WILSON

BIOGRAPHY AND CRITICISM 164

1. What was Wilson's earliest interest?
2. How did Wilson support himself while studying the bird life of America?
3. Compare his style with that of Audubon.

The Bluebird (I) 164

1. Tell briefly the characteristics of the bluebird.
2. Give evidence that Wilson was writing from his own observation.
3. Discuss the poem on the bluebird as a nature lyric.

The Fish-Hawk 166

1. What are the habits of the fish-hawk?
2. What is the attitude of the fisherman toward this bird? Explain it.
3. Give your opinion of the general effectiveness of "The Fisherman's Hymn."

CHARLES BROCKDEN BROWN

BIOGRAPHY AND CRITICISM 168

1. What kind of education did Brown receive?
2. What different kinds of writing did he produce?

3. What rank would you give his novels?
4. For what efforts does he deserve praise?

A Death by Mysterious Combustion (I, II) 168

1. Show the author's skill in creating suspense.
2. How does he make the reader share all the mystery and horror felt by the family?
3. What explanation of the mysterious death do you think Brown intends the reader to make?
4. Compare the material of this story with that of Poe's horror stories; for example, "The Murders in the Rue Morgue," page 432.
*5. Read William Godwin's "Political Justice" and "Caleb Williams," and give your opinion of his influence upon Brown.
*6. For a study of Brown's material and method read some of the famous Gothic novels of the eighteenth century; for example, "The Castle of Otranto," "The Mysteries of Udolpho," or "The Monk."

The Pestilence of 1798 171

1. Give in your own words a picture of plague-stricken Philadelphia.
2. Show how Brown, through the presenting of numerous details, gives the selection the appearance of reality.
*3. For a study of Brown's method, compare this book with Daniel Defoe's "A Journal of the Plague Year."

An Encounter with a Panther (I) 172

1. How does the author make this bit of fiction seem real?
2. Point out elements of strength in the narrative.

WILLIAM WIRT

BIOGRAPHY AND CRITICISM 175

1. What part of America did Wirt represent?
2. What positions did he hold?
3. What were Wirt's chief literary productions?

The Blind Preacher (I, II) 175

1. Would you classify this selection as essay? Letter? Tale? Character Sketch? Short Story? History? Descriptive Sketch?
2. What are the sources of its effectiveness?
3. Show that the author has a clear understanding of the principles that create and direct emotion.
4. Show that he had the power to recreate Patrick Henry's famous speech.

JOHN JAMES AUDUBON

BIOGRAPHY AND CRITICISM 178

1. What ancestry had Audubon?
2. Through what varied experiences did he pass in childhood and youth?
3. What lessons of courage and fortitude do you get from the life of Audubon?
4. What would you call his greatest service to American science?

The Common Mocking-Bird (I) 178

1. What is the author's feeling toward Louisiana?
2. How does he make his description of the mocking-bird a real "moving picture"?

The Passenger Pigeon (I) 179

1. Discuss the author's power of making his descriptions seem real.
2. Do you think he is making use of his imagination, or is he recording sober fact?
3. What pictures remain in your mind after reading this selection?
4. Find, or make up, a theory to account for the disappearance of the passenger pigeon.

Squatter Life on the American Rivers (I) 181

1. What opportunity had the author to secure first hand knowledge of his subject?
2. What historical value has such a selection?
3. Is Audubon's emphasis upon the hardships or upon the rewards of pioneer life?

DANIEL WEBSTER

BIOGRAPHY AND CRITICISM 183

1. What interests occupied Webster during his lifetime? What use did he make of his oratorical ability?
2. What was the character of his oratory?
3. What rank would you give him among the orators of America?

The Bunker Hill Monument (I, II) 183

1. Comment upon Charles Fox's famous aphorism, "No good speech ever read well."
2. How much more effective do you think this speech was to the hearers than it is to the readers of to-day? Explain fully.

3. Why is Webster's oratory said to be of the eighteenth century type?
4. What is meant by calling his style Johnsonian?
5. Explain the significance of the "occasion that called this speech forth."
6. In connection with this address comment upon the dictum: "To produce great oratory there are three essentials—a great speaker, a great audience, and a great occasion."
7. Give, in your own words, the "setting" for this speech; that is, the date, place, audience, and the like.
8. How does Webster strike the key note at the opening of his speech?
9. Why should there be references to Columbus and to the Pilgrims?
10. How does the speaker introduce the American Revolution?
11. What different "wishes" does the speaker express concerning this monument?
12. What is his purpose in reviewing the progress of the past fifty years?
13. Give the central thought in his address to the veterans.
14. What was the effect upon the audience of the allusion to Joseph Warren?
15. Do you think the hearers understood the meaning of the Latin quotation, "Totamque infusa . . ."? Were they impressed by it? Explain fully.
16. What, according to Webster, was the effect of the battle of Bunker Hill?
17. How is the eulogy of Lafayette introduced? Did he deserve it?
18. What different kinds of progress does Webster discuss?
19. Give the thought in the paragraph beginning, "We are not propagandists."
20. What appeal to the hearers does Webster make at the close of his address?
21. What is the source of the tremendous power of the peroration?

WASHINGTON IRVING

BIOGRAPHY AND CRITICISM 194

Note: It may be well to take up, at this time, the study of Charles Dudley Warner's essay on Washington Irving, page 748.

1. Irving has sometimes been claimed as a British writer. Do the facts justify such a claim?
2. What were his earliest writings?
3. What effect upon his literary career had his sojourn in England?
4. Tell of Irving's work in Spain.
5. What was the work of the closing years of his life?

A History of New York, Book III, Chap. I (I, II) 195

1. Irving stated that his object in writing this history was "to embody the traditions of our city in an amusing form" and to clothe it "with those imaginative and whimsical associations so seldom met with in our country, but which live like charms and spells about the cities of the old world." How well has he carried out this idea?

2. Give a characterization of Diedrich Knickerbocker.

3. Compare his emotions with those of the old gentleman described in "The Last Leaf" of Oliver Wendell Holmes, page 397.

4. Does Knickerbocker intend his writings to be humorous? Does Irving? Explain.

5. Criticize Irving's description of spring. Is it well done? Is it burlesque?

6. Is the "casual remark" about the stupidity of the owl really casual?

7. Show that the appearance of Van Twiller is in harmony with his habits.

8. What is the point in calling Van Twiller a lineal descendant of King Log?

9. Comment upon the example of Dutch justice.

10. What do you consider the most humorous part of this selection?

11. How would you characterize Irving's humor?

The Author's Account of Himself (I) 198

1. Show how Irving's account of his boyhood leads up to his main purpose.

2. What reasons does the author give for wanting to visit Europe?

3. Point out examples of mild sarcasm.

4. How does the close of this account prepare the reader for the sketches that are to follow?

The Stout Gentleman (I, II) 199

1. Analyze the opening of this selection as a masterpiece of descriptive writing.

2. In connection with this, study the opening sentence of "The Fall of the House of Usher," page 423. Note how each establishes the mood of the story that is to follow.

3. What efforts did the author make to find something to interest him?

4. How well has Irving characterized the stout gentleman?

5. How does the author create in the reader the same suspense that he himself was in?

6. Were you disappointed when you finished the story without getting to see this interesting character? Would the story have been better if Irving had let you meet him face to face? Reasons.

7. By a comparison with the real basis of the story, show how the author has made use of his imagination.

The Bold Dragoon (I, II) 204

1. Account for Irving's radical change of style in this selection.

2. How well has Irving interpreted the Irish character of the teller of the story?

3. Give a characterization of the dragoon.

4. What explanation have you for what really happened?

5. What is the source of your chief interest in the story? Character? Incident? Setting? Author's style?

The Devil and Tom Walker (I) 208

1. Show that the setting is appropriate to the story.

*2. Look up the requirements for a "Short Story," as the term is used today, and decide how nearly this story meets these.

3. What thrusts can you point out concerning unhappy married life? Is Irving in earnest? Is this any evidence to show why he himself remained single?

4. Just what was Tom's bargain with Old Scratch?

5. Does Tom, by turning religious enthusiast, become less, or more, despicable? What human trait is here satirized?

6. What symbolism is there in the story?

7. Point out unusually effective passages of description.

8. How well does the ending of the story meet the requirements of "poetic justice"?

The Discovery of Land (I, II) 214

1. How is it possible for Irving to maintain suspense with material which is perfectly familiar to all his readers?

2. How does his attention to details give a sense of reality to the story?

3. Is such writing primarily history or literature? Do you think it possible for a piece of writing to be highly effective in both fields? Many critics say it is not.

4. With Irving's account of the firmness and determination of Columbus, compare Joaquin Miller's poem, "Columbus," on page 813.

The Hall of Ambassadors (I) 215

1. Show that this material is particularly fitted to Irving's quiet, meditative, reflective, sentiment-loving mind.

2. In this connection, comment upon the sentence: "It was one of those hours and scenes in which memory asserts an almost magical power; and, like the evening sun beaming on those moldering towers, sends back her retrospective rays to light up the glories of the past."

3. How successful is Irving in recreating his mood in the minds, and hearts, of his readers?

Spanish Romance 218

1. Reproduce Irving's characterization of the Spaniard.
2. In what way does Irving condone the Spaniard's faults?
3. How does the author make use of his "mental tonics"?
4. Discuss the effectiveness of this selection as an introduction to the stories that are to follow.

JAMES FENIMORE COOPER

BIOGRAPHY AND CRITICISM 220

1. Show that Cooper was especially fortunate in his early surroundings and experiences.
2. What kind of education did he receive?
3. What background had he for writing his sea novels?
4. By what chance did he start writing fiction?
5. What were his most successful works?

The Pilot (I, II) 220

1. Using this selection as a basis, point out evidences of Cooper's familiarity with the sea.
2. Cooper has rightly been called the creator of the sea-novel. Do you think he has set a high standard?
* 3. With "The Pilot" compare some other famous sea-novels; for example, Melville's "Moby Dick," Stevenson's "Treasure Island," Kipling's "Captains Courageous," or any of Conrad's such as "The Rover." How does Cooper's work rank?
4. Give your opinion of Cooper's power of telling a thrilling story.
5. Do the obvious flaws in style seriously interfere with the success of the whole?

The Pioneers (I) 225

1. Just what place in the novel (The Pioneers) do these two selections hold?
2. Which of the characters is the most interesting? Give your reasons.
3. Point out the sympathy with which Cooper depicts the old hunter.
4. Compare the passing of Leather-stocking with the passing of Hiawatha, page 375.
5. Discuss Cooper's use of sentiment or sentimentality. Distinguish clearly between these two terms.

The Prairie 230

1. Retell in order the incidents here given.

2. Point out the most dramatic situations. How well has Cooper handled them?

3. Point out examples of picturesqueness in the language of the Indians.

4. Do Cooper's Indians seem real or idealized? Defend your position.

5. Can you see reasons, in such a selection as this, why Cooper is said to be more widely read on the Continent of Europe than any other American writer?

FITZ-GREENE HALLECK

BIOGRAPHY AND CRITICISM 237

1. Account, if you can, for the fact that Halleck, during his lifetime was greatly over-rated.

2. By what pieces is he remembered to-day?

3. What would you say are the chief qualities of his writings?

Cutting (I, II) 237

1. What does this piece tell of the life of the times?

2. What is the tone of the poem?

On the Death of Joseph Rodman Drake (I, II) 238

1. Comment upon Professor Leonard's statement that this is "the tenderest, the manliest little elegy of personal loss in American literature."

2. What evidences do you find of sincere emotion? How does the simplicity of the form help to create this impression?

Marco Bozzaris (I, II) 238

1. Why should this martial lyric be popular in the early days of American independence?

2. Show the adaptation of the verse form to the material.

3. Account for its great popularity among successive generations of schoolboy orators.

4. Point out lines from this poem which are most often quoted, or that appeal to you as most quotable.

JOSEPH RODMAN DRAKE

BIOGRAPHY AND CRITICISM 240

1. What parallelism do you find in the lives of Drake and Keats?

2. What were the characteristics of Drake?

3. What are the strong and the weak literary qualities of "The Culprit Fay"?

The Culprit Fay 240

1. It has been said that this is the only fairy story in American verse. Can you name others?

2. Drake wrote this story to prove that America has as great possibilities in the way of poetic background as Europe. Does he prove his point by making the story distinctly American? Discuss.

* 3. Compare this fairy land with that of Shakespeare in "A Midsummer Night's Dream."

4. How did the Fay break his vestal vow?

5. What two tasks were assigned him by way of sentence? How did he accomplish them?

6. Reproduce the scene below the water.

7. Reproduce the scene in the sky, at the palace of the Sylphid queen.

8. Give your own opinion of Drake's fairy world. Is it convincing? Should it be? Could it be?

9. Give your opinion of Drake's poetic power.

10. Lines 21–30 have been praised as surpassing any previous efforts in American poetry. Point out other passages of unusual beauty or descriptive power.

11. Show that the poem lacks the human interest necessary to real success in literature.

To a Friend (I) 247

1. What is the central thought in the poem?

2. Were the early American writers original or imitative? Was such advice needed?

3. What features, or creatures, does the author admit America lacks?

4. What American topics does he suggest for treatment? Do they appeal to you as good ones?

The American Flag (I, II) 249

1. With this poem as a basis, give a definition of "spread-eagleism."

2. Is this poem most effective when read aloud, or when read silently? Reasons.

3. Is the patriotic fervor of this poem greater or less than that of the best patriotic poems of to-day? Give your reasons.

4. Why has this style of writing gone out of fashion? Compare Columbia, page 153.

5. Point out the finest expressions.

WILLIAM CULLEN BRYANT

BIOGRAPHY AND CRITICISM 250

1. Is Bryant a Puritan, or a Knickerbocker?
2. How did the early surroundings of Bryant influence his career?
3. What education was given him?
4. What poem first brought him fame?
5. What was the work of his later years?

Thanatopsis (I, II) 250

1. Judging from this poem, what is Bryant's attitude toward Nature? What does Nature mean to him?
2. Show the influence, throughout the poem, of Bryant's Puritan teaching.
3. Is the poem pessimistic? Explain.
4. Compare the tone of Thanatopsis with that of Gray's Elegy.
5. What is there in the poem that appeals to the great heart of mankind?
6. Make a list of passages that you would call poetic in the highest degree. Give your reasons in each case.
7. Compare the part which Bryant, by his own statement, wrote at the age of seventeen or eighteen, (beginning with "Yet a few days . . ." and ending with "And make their bed with thee,") with the part which he added in 1821. Is there any difference in merit?
8. Why has the poem been so well liked by successive generations of readers?

Inscription for the Entrance to a Wood (I) 251

1. Point out evidences of Bryant's indebtedness to Southey.
2. Show the appropriateness of the material to its purpose.
3. How does Bryant make effective the contrast between the world of Nature and the world of man?
4. Comment upon Professor Bronson's statement that the poem "smells of the moist earth more than anything in Wordsworth, is a step nearer to the essence of primitive nature."

To a Waterfowl (I, II) 252

1. What is distinctly Puritan about this poem?
2. What lines mention the time of day?
3. What passages show that the bird was a waterfowl?
4. What pictures are brought before the mind? Which ones are suitable for painting?
5. Does the moral at the end of the poem spoil the effect of the whole, or is this the best part of the poem?

The Yellow Violet (I, II) 252

1. Show the poet's close observation as manifest in this poem.
2. Compare the poem with Freneau's "The Wild Honeysuckle" page 149. Which is better? Defend your position.
3. What lesson does each poem present? Are the two morals obtrusive?

Green River (I) 253

1. Give the thought in the poem.
2. Make a study of the rhythm of the poem. Is it appropriate? Explain.
3. Show, in the final section, the poet's dissatisfaction. What is its source?

A Winter Piece (I) 254

1. What is the thought in this selection?
2. How strong a case does Bryant make for the beauties of winter?
3. Comment upon lines 16b–22a.
4. Point out two or three of the most attractive pictures.

A Walk at Sunset 255

1. Show that this poem takes its mood from the time of day described.
2. What is the thought in lines 19–24?
3. How does Bryant glorify the life of the aborigines?

November 256

1. Is this the earliest sonnet you have met with in American literature? Look for others. Or is this a true sonnet?
2. What central idea does the verse contain?

A Forest Hymn (I, II) 256

1. Compare the thought and tone of this poem with the thought and tone of the "Inscription for the Entrance to a Wood."
2. Cite at least six proofs of Bryant's reverence.
3. Does Bryant, in lines 90 ff., approve of the life of the hermit?
4. How is the substance of the hymn summed up in lines 115b–118?

The Death of the Flowers (I, II) 258

1. Account for the very wide popularity of this poem. Would you say the appeal is universal?
2. What has the meter of the poem to do with its popularity? Compare this with the ballad stanza. Of course you must break each of these long lines in two for a real comparison.
3. Does the tone of sadness pervading the poem add to or detract from its appeal?
4. What details are most typical of autumn?
5. Judging from this poem would you say there is such a thing as "pleasurable melancholy"?

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I Cannot Forget with what Fervid Devotion (I) 258

1. Discuss the autobiographical elements of this poem.
2. With Bryant's emotion in mind compare, and apply, Wordsworth's dictum: ". . . poetry is the spontaneous overflow of powerful feelings; it takes its origin from emotion recollected in tranquillity."
3. Compare the meter with that of "The Old Oaken Bucket," page 271.

The Prairies 259

1. Show that the material is typically American.
2. Show how, in the poet's mind, the different races that have inhabited the prairies pass in review.
3. What prophecy does he make concerning the future inhabitants? Has it been fulfilled?
4. Discuss the effectiveness of the ending.

To the Fringed Gentian (I, II) 260

1. What is the thought in this poem?

WILLIAM HICKLING PRESCOTT

BIOGRAPHY AND CRITICISM 262

1. How was Prescott, though nearly blind, enabled to carry on his work?
2. Name his most important productions.
3. How does he rank among the historians?
4. Give the chief characteristics of his style.

Return of Columbus (I) 262

1. Reproduce the picture of the pageant led by Columbus.
2. Point out especially good bits of description.
3. Show the author's humanness—his interest in human nature.

Queen Isabella (I) 263

1. Give a characterization of the great Queen.
2. Do you think it possible for anyone to attain such a degree of perfection as Prescott represents Isabella as possessing?
3. What was the outstanding trait of her character?

The Character and Fate of Montezuma (I) 264

1. What were the leading traits of Montezuma's character?
2. Account for his willing submission to the Spaniards.
3. Point out the tragedy of the end of his career.

The Battle of Otumba 265

1. Retell in order the main incidents of the battle.

2. Upon what bit of strategy did the battle finally turn?
3. Point out qualities of Cortes that show him a born leader of men.
4. Comment upon the author's power of making history thrilling.

EARLY AMERICAN LYRISTS

JOSEPH HOPKINSON

Hail Columbia (I, II) 269

1. Show that the occasion for which "Hail Columbia" was written gave an appropriate setting for the song itself.

2. What was the author's purpose in writing it? How did he accomplish this end?

3. Give it your own rank among the patriotic songs of America.

* 4. Make a study of the music of the "President's March," and give your own explanation of the reason "Hail Columbia" is not sung to-day. Is it harder for an average audience to sing than is "The Star-Spangled Banner"? Are the words less suited to present day America?

FRANCIS SCOTT KEY

The Star-Spangled Banner (I, II) 269

1. How much do you think the thrilling story of the writing of this song has had to do with its popularity?

2. Give your own reasons to explain why it is so deeply loved by the American people.

3. Would you say that the material is appropriate for all time, as is, for example, "The Battle Hymn of the Republic"? Can you see why during the World War, Americans did not sing the third stanza?

4. Is the music suited to singing while marching? To general assembly singing?

JOHN PIERPONT

Warren's Address to the American Soldiers (I) 270

* 1. Compare this poem with Burns' "Scots Wha Hae."

2. Wherein lies the power of the poem?

SAMUEL WOODWORTH

The Old Oaken Bucket (I, II) 271

1. Explain the universal appeal of this poem.
2. Is the sentiment overdrawn?
3. Has the music to which this poem has been set helped to sustain its popularity?

RICHARD HENRY DANA

The Little Beach-Bird 271

1. Give the thought in this poem.
2. Do you think the bird really has the emotions the author ascribes to it?

Proem to the Buccaneer (I) 272

1. What is the purpose of this poem? How well does the author accomplish his purpose?
2. What pictures remain in the mind after reading it?

RICHARD HENRY WILDE

Stanzas (I) 272

* 1. Contrast these "Stanzas" with the "Invictus" of W. E. Henley.
2. Is such sentimental, self-pitying poetry typical of American writers?
3. Where, if anywhere, does the merit of this verse lie?

JOHN HOWARD PAYNE

Home, Sweet Home! (I, II) 273

1. Using this poem as a basis, make a study of the elements in a poem or song necessary to wide popularity.
2. Are the pictures attractive? Are the ideas easily understood by uneducated persons? Is the rhythm effective? Is the sentiment one of universal appeal?
3. Is this great poetry? Explain.
4. How much has the music had to do with the success of the song?

MARIA GOWEN BROOKS

From Zophiel 273

1. Describe the palace.
2. In what way is the imagery unusual? Is there appeal in the mystery?

Song from Zophiel 274

1. Give the thought in this poem.
2. Point out, if you can, oriental traits in this verse.

The Bard Has Sung (I) 274

1. How well has the author made her point in "The Bard Has Sung"?
2. Is the point true to life? Is it poetic? Reasons.

The Moon of Flowers 275

1. Give the thought of this poem. Would you rank it high as a lyric?

A Fragment 275

1. Give your judgment concerning the effectiveness of the figure used.

JOHN G. C. BRAINARD

The Fall of Niagara (I) 275

1. What figures of speech seem to you majestic?
2. Cite proof of the poet's reverence.
3. Do you agree with the estimate of Jared Sparks concerning this poem?

The Sea-Bird's Song (I) 275

1. Is the material suited to singing? Is the form?
2. Does the strangeness of theme and treatment add to or detract from the merit of the poem?

EDWARD COATE PINKNEY

A Health (I) 276

1. What is the meaning of the title?
2. How does the poem illustrate the conventional, idealized conception of woman at that time?
3. Would you be justified in assuming that women of a century ago were infinitely more beautiful than those of to-day?

A Serenade (I) 276

1. Would you call the language of this serenade extravagant, or is such expression expected in a love song?

GEORGE POPE MORRIS

Woodman, Spare That Tree! (I, II) 277

1. Compare the purpose of this poem with that of "Old Ironsides," page 396.

2. Point out examples of sentimentalism so dear to Morris' generation.
3. What appeal is there in the poem that keeps it in our schoolbooks yet?

Near the Lake (I) 277

1. Would you say that the appeal is universal or only to persons of a particular type of mind?

Where Hudson's Wave 277

1. In what way is the loved one idealized?
2. What attractive pictures of nature do you find?

When Other Friends Are Round Thee (I) 277

* 1. With this verse compare the well known song from "The Bohemian Girl," "When Other Lips and Other Hearts."
2. What is the tone of the poem?

The West 278

1. Would you call the meter dignified, or rollicking? The material?
2. What advantages of life in the West does the poet present?
* 3. Compare the thought with that in "Where the West Begins."

SAMUEL FRANCIS SMITH

America (I, II) 278

1. What elements in this song have given it the place it holds to-day in the hearts of the American people?
2. Would you say it is to the high credit of the author that he composed America's national song in a half hour?

REVIEW TOPICS AND PROBLEMS

THE NEW YORK PERIOD, 1787–1830

1. Why are the years from 1787 to 1830 called the New York Period?

2. What ones of the authors were from New York? List the others according to the parts of the country they represent.

3. Contrast the spirit of this period as a whole with that of the Colonial and Revolutionary Period. What important steps in the development of nationality have been made?

4. What contributions to the American short story were made during this period?

5. What start was made in the development of the drama?

6. Account for the very creditable work done by nature writers. What different purposes did these writers accomplish? What were the best of their writings?

7. What were the most famous speeches of these years? Account for the great influence of oratory at this time.

8. What are the best known of the songs produced in this period? What qualities have they that make them live after thousands of later ones have been forgotten?

9. What advance has been made in the production of poetry? Pick out a half dozen poems that you think may compare favorably with the better grade of English poetry.

10. What historical writings of importance were written? Which of these are still of value?

11. What selections, of prose and of verse, show the sentimentalism of the period?

12. What selections of this group are closely associated with the events of American history? Explain.

13. Review briefly the chief events in the political and economic life of America during these years.

14. Review briefly the work done in British literature during this period. Among the writers were Burns, Wordsworth, Coleridge, Byron, Keats, Shelley, Scott, and Jane Austen.

AMERICAN LITERATURE BY TYPES

THE NEW YORK PERIOD, 1787–1830

EPIC OR OBJECTIVE POETRY

The Ballad

Marco Bozzaris, Halleck 238

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Would you call this a "folk-ballad," or a "literary ballad"?
2. What ballad characteristics give this poem its strength?

The Longer Narrative Poem

The House of Night, Freneau 144
The Culprit Fay, Drake 240
From *Zophiel,* Brooks 273

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Contrast the material of *The House of Night* with that of *The Culprit Fay.* Show that the method and language of each are appropriate to the material.

2. With these narrative poems compare some of the recognized classics of this type, such as, for example, Scott's *Lady of the Lake,* or Longfellow's *Miles Standish.* Wherein lies the weakness of these early American narrative poems?

The Descriptive Poem

The Bluebird, Wilson 165
The Fish-Hawk, Wilson 167

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What rank would you give these pieces as nature poems?
2. Give your judgment regarding the author's power of description. What is his feeling concerning these two birds?

The Satiric Poem

Arnold's Departure, Freneau 149

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What is the author's purpose in this poem? His method?
2. Judging by comparison with Whittier's *Ichabod* (page 384) or Lowell's *Jonathan to John* (page 515), does this poem possess much merit?

LYRIC, OR SUBJECTIVE POETRY

The Love Lyric

To Cynthia, Freneau 150
A Health, Pinckney 276

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Do these love lyrics possess the sincerity of such a lyric as *Annie Laurie,* or do they seem artificial? Defend your position.
2. Judging from these two poems, what type of girl did our forefathers adore?
3. Which is the better poem? Why?

The Martial and Patriotic Lyric

The Northern Soldier, Freneau 144
On the Anniversary, Freneau 151
Republican Genius of Europe, Freneau 152
Columbia, Dwight 153
The American Flag, Drake 249
Warren's Address, Pierpont 270
The West, Morris 278

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What feeling is common to all these poems?
2. Which ones seem to possess sincerest emotion? Which ones seem more or less conventional, and therefore artificial?
3. Point out examples of what would now be called "spread-eagleism."
4. With these early selections contrast Whitman's *Beat! Beat! Drums!* page 593.

The Love Song

From *Zophiel,* Brooks 274

The Moon of Flowers, Brooks 275
A Serenade, Pinckney 276
When Other Friends Are Round Thee, Morris 277

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. By comparison with a love lyric of our own day (any good magazine will furnish examples) point out traits in this group that seem to you distinctly "old-fashioned."

The Song of Sentiment and Longing

The Old Oaken Bucket, Woodworth 271
Stanzas, Wilde 272
Home, Sweet Home, Payne 273
The Sea-Bird's Song, Brainard 275
Woodman, Spare That Tree! Morris 277
Near the Lake, Morris 277
Where Hudson's Wave, Morris 277

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Account for the popularity of the best known poems of this group. What is the nature of the appeal they make?

2. What ones of these would you say create pathos for its own sake? Do you think great literature is ever produced on this basis? Explain.

3. Discuss the effect of the music to which the best known of these poems have been set. Do the musical settings help to create the same emotions as the poems themselves?

The Hymn or Religious Song

Psalm CXXXVII, Dwight 154
America, Smith 278

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Justify or condemn the inclusion of America in this group instead of in the group of patriotic songs.

2. What two kinds of loyalty are shown in these two songs? Or are both kinds alike?

The Patriotic Song, or National Hymn

Ode, Freneau 151
Yankee Doodle 161

Hail Columbia, Hopkinson 269
The Star-Spangled Banner, Key 269

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Make a study of the meters of these four songs. Point out varying degrees of dignity expressed through meter.

2. Show that the music of each of the four songs is appropriate to the sentiment expressed.

3. Show the different means by which Freneau, Hopkinson, and Key accomplished the same end.

The Elegy, and Elegiac Verse

To the Memory of the Brave Americans, Freneau 148
On the Death of Drake, Halleck 238
The Death of the Flowers, Bryant 258

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Note that these three selections possess much more merit than do most of the other poems written up to this time. Here is appropriate material for elegiac verse, treated in an able, dignified manner.

2. Contrast the methods of Freneau and Halleck. Observe that one lyric expresses a public loss and the other a private, personal loss, yet each has a strong appeal to the reader.

3. Show that the symbolism used by Bryant is the result of his attitude toward all Nature.

The Nature Lyric

The Wild Honey Suckle, Freneau 149
The Fisherman's Hymn, Wilson 167
The Yellow Violet, Bryant 252
To the Fringed Gentian, Bryant 260
The Fall of Niagara, Brainard 275

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. In what different ways is Nature used as literary material by these four poets? How is the personality of each writer shown?

2. Compare the three flower poems as to purpose. Method.

3. Contrast the simplicity of these early poems with the complexity of emotions and ideas of the latest poems, such as, for example, Frost's *Good-Bye and Keep Cold,* page 1066. Which kind do you think will be longest remembered?

The Reflective and Moralizing Lyric

The Indian Burying Ground, Freneau 150
To a Waterfowl, Bryant 252
The Bard has Sung, Brooks 274

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What is the difference in tone, if any, between this group and the group of *Songs of Sentiment and Longing?*

2. Which of these poems uses material that is most truly poetic? Which has the most effective literary treatment?

3. What is the nature of the "moralizing" in each of these selections?

The Ode

The Rising Glory of America, Freneau 141

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Study the ode as a type. In what country did it have its origin? What was its original use? Manner of presentation?

2. Is this poem of Freneau's an ode in the strict usage of the term? Explain fully.

The Sonnet

November, Bryant 256

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Study the nature and the requirements of the sonnet as a literary form. For what kinds of subjects is it best suited?

2. How well does Bryant's sonnet meet the requirements of this difficult form?

Vers de Société

On a Honey Bee, Freneau 152
Cutting, Halleck 237

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Give your own reasons to explain why the Colonial and Revolutionary period contained no examples of this type. In what kind of society would such verse flourish?

2. Does the type seem to thrive in America to-day, or does it still seem an exotic?

3. In these two poems what traits are similar? Dissimilar?

The Personal and Autobiographic Lyric

The Hurricane, Freneau 149
Green River, Bryant 253
I Cannot Forget with What Fervid Devotion, Bryant 258

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Compare the appeal of this group with that of the group just preceding —*Vers de Société.*

2. Comment upon the fact that the three poems of this period are all Nature lyrics.

3. Compare these poems with one written a century later, Frost's *The Road Not Taken,* page 1066. Explain the difference in treatment of the subject.

Didactic Poetry

To a Friend, Drake 247
Thanatopsis, Bryant 250
Inscription for the Entrance to a Wood, Bryant 251
A Winter Piece, Bryant 254
A Walk at Sunset, Bryant 255
A Forest Hymn, Bryant 256
The Prairies, Bryant 259

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Explain the "teaching" in at least three of these poems.
2. Is the didacticism offensive in any of them?
3. Can you detect the influence of Puritanism in most of these poems?

THE PROSE DRAMA

Comedy

The Contrast, Tyler 155

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What are the characteristics of comedy, as a dramatic type? How well does *The Contrast* represent these traits?

2. Is the comedy of the "high" or "low" type? Read Meredith's essay on comedy to learn these necessary distinctions.

THE ESSAY

The Familiar Essay

The Way to Wealth, Franklin 126
The Author's Account of Himself, Irving 198

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Note carefully the extent to which the author's personality enters into each essay. Judging from these essays alone, give characterizations of Franklin and Irving.
2. What is the framework or unifying idea in each of these selections?
3. Point out the artistry in expression in each case.

The Nature Study

The Bluebird, Wilson 164
The Common Mocking-Bird, Audubon 178
The Passenger Pigeon, Audubon 179

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Contrast the styles of these two men. What is the attitude of each toward Nature?
2. Point out at least one value possessed by the third of these selections not possessed by the other two.

Literary Criticism

Spanish Romance, Irving 218

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Give your judgment concerning the powers of Irving as a literary critic. How does he, in this selection, accomplish his purpose?

The Humorous or Facetious Essay

From *Knickerbocker's History,* Irving 195

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Show that this material is particularly well suited to Irving's nature. Compare his humor, as shown in this selection, with that of Artemus Ward in his *Interview with Lincoln,* page 713.

Travel Sketches and Descriptions

Squatter Life on the American Rivers, Audubon 181
Hall of the Ambassadors, Irving 215

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Contrast the description of American life with the description of Spanish scenes.
2. What is Audubon's purpose in his description? Irving's?
3. Which of the authors shows closer observation? Greater literary skill?

FICTION

The Novel

From *Wieland,* Brown 168
From *Arthur Mervin,* Brown 171
From *Edgar Huntley,* Brown 172
From *The Pilot,* Cooper 225
From *The Pioneers,* Cooper 225
From *The Prairie,* Cooper 230

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. For a careful distinction between the novel and the romance, as literary forms, read Hawthorne's *Preface to the House of the Seven Gables,* page 335. Which of these selections should be classed with the novel, and which with the romance?
2. Contrast the atmosphere created by Brown with that created by Cooper. Which is truer to life? More invigorating? More wholesome?
3. From a study of these six selections from two early American novelists, draw your conclusions as to why one writer remains a "best seller" while the other is almost wholly forgotten.

The Short Story

The Blind Preacher, Wirt 175
The Stout Gentleman, Irving 199
The Bold Dragoon, Irving 205
The Devil and Tom Walker, Irving 208

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What are the chief essentials for the short story, as we use the term to-day?

2. Which of these stories most nearly meet the present day requirements?
3. Show how Wirt's material and purpose differ from those of Irving.

THE ORATION

Farewell Address, Washington 132
The Bunker Hill Monument, Webster 183

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Show how each of these addresses is suited to the occasion that called it forth.
2. Judging from these two productions, characterize the two writers.

HISTORY AND BIOGRAPHY

The Autobiography, Franklin 117
The Discovery of Land, Irving 214
Return of Columbus, Prescott 262
Queen Isabella, Prescott 263
Character and Fate of Montezuma, Prescott 264
The Battle of Otumba, Prescott 265

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Contrast "autobiography" as a type with history that is the result of research. What is the special advantage of each type?
2. Compare the style of the essayist, Irving, with that of the historian, Prescott.

III

THE NEW ENGLAND PERIOD

1830–1860

THE NEW ENGLAND PERIOD

RALPH WALDO EMERSON

Note: While getting acquainted with Emerson—the writer, the philosopher, and the man—it would be well to study at this time the essay on Ralph Waldo Emerson, by George William Curtis, page 554.

BIOGRAPHY AND CRITICISM 281

1. What did Emerson owe to heredity?
2. Would you say that the circumstances of his childhood and young manhood were well adapted to develop his best powers? Explain fully.
3. What degree of success did he achieve as a pastor?
4. Why did he first go to Europe? What was the chief result of his trip?
5. What pieces of work brought him to prominence?
6. Explain how his "essays" were developed.
7. Name the most important of his books.

Each and All (I, II) 281

1. Contrast the poetry of Emerson with that of Poe.
2. Show that each is representative of the poet that produced it.
3. What is the thought in "Each and All"? Show that it is typical of Emerson.
4. Would you say that Emerson is a lover of Nature for itself or as a background for human life?

The Rhodora (I) 282

1. Explain lines 11–12.
2. What lesson or moral do you find in the poem? Is Emerson like Thoreau and Bryant in this flower-poem?

The Humble-Bee 282

1. What place in the field of literature would you give this poem?
2. Show what imagination does for the poet when he sees the humble-bee.
3. What is the "philosophy" of the bee? Would it be a good philosophy for human beings to follow?

The Concord Hymn (I, II) 283

1. Show the appropriateness of this poem to the occasion that called it forth.
2. Discuss its merits as poetry.

The American Scholar (I, II) 283

1. What is the central thought in this essay—or rather, sermon?
2. Why does Dr. Holmes call it "Our Intellectual Declaration of Independence"?
3. What is the nature of the appeal? Does Emerson ask his hearers to follow him? Explain.
4. Analyze Emerson's style.
5. Account for the wide appeal of such essays.
6. Discuss the statement that Emerson's essays "are chiefly agglomerations of sentences."
7. Explain the statement that "The unity they possess is, on the whole, of a spiritual sort. . . ."
8. Would you call the thought clear, or vague?
9. Are the illustrations or figures difficult, or easy to understand?
10. Give examples to show Emerson's definiteness. His concreteness.
11. Cite examples of statements of unusual vigor.
12. Give examples of remarkable condensations—statements that are worth expanding into sermons.
13. What is the significance of the occasion upon which this address was given?
14. Discuss the statement: "Our day of dependence, our long apprenticeship to the learning of other lands, draws to a close." Has time proved the statement true?
15. How is Nature related to the scholar?
16. What is to be the influence of "the mind of the Past"?
17. What is Emerson's idea of the bookworm?
18. What is his thought in the statement, "Books are the best of things, well used; abused, among the worst"?
19. What does Emerson think of the commonly accepted idea that the scholar must be a recluse?
20. What place has Action with the scholar?
21. What is meant by the statement: "Character is higher than intellect"?
22. "Let him not quit his belief that a popgun is a popgun, though the ancient and honorable of the earth affirm it to be the crack of doom." Point out the dangerous possibilities in applying this principle.
23. Discuss: "Wherever Macdonald sits, there is the head of the table."
24. Show that the closing sentence is an embodiment of the thought of the whole essay.

* 25. Show how this thought exemplifies the doctrine of Transcendentalism.

The Problem (I, II) 293

1. What ideas or impressions do you get from this poem?

2. What is Emerson's attitude toward religious organizations? Toward religion?

3. Point out lines that are, or could well be, quoted.

The Snowstorm (I) 293

1. Give your opinion of Emerson's power over blank verse.

2. With this poem compare briefly the description of the snowstorm in Whittier's famous poem, page 392 ff. With which description does the advantage lie? Explain.

Politics 294

1. Is Emerson's idea of politics the conventional one?

2. Do you think he would be a successful politician? Reasons.

3. What is his ideal of a "perfect State"?

Self-Reliance (I) 294

1. What is the central theme of this essay?

* 2. Show how it fits into the doctrine of Transcendentalism.

3. What is the nature of the appeal to the reader?

4. From Emerson's life cite illustrations of his acting upon the principles he here advocates.

5. What point does Emerson make in saying, "Whoso would be a man, must be a non-conformist"?

6. What does he think of the manifold requests made upon him in the name of charities, Relief Societies, and the like?

7. Comment upon the statement, "If I know your sect I anticipate your argument."

8. Do you agree with Emerson that "A foolish consistency is the hobgoblin of little minds"?

9. What does he mean by saying: "An institution is the lengthened shadow of one man"?

10. Study the paragraph beginning: "The relations of the soul to the divine spirit are so pure that it is profane to seek to interpose helps." Get a good working definition of Transcendentalism, and fit it to the thought here.

11. Is Emerson lacking in reverence when he says: "I like the silent church before the service begins, better than any preaching"?

12. What is his attitude toward prayer? Does he show a lower or a higher type of religion than the average Christian?

13. What is his attitude toward creeds? Prove that he is wrong—or right.

14. What does Emerson think of traveling? Did he follow his own teaching?

15. Comment upon the statement: "The civilized man has built a coach, but has lost the use of his feet."

16. Do the last two sentences form a fitting close for the essay? Explain.

Forbearance 306

1. What is the ideal set forth in this poem? Is it practical, or purely idealistic?

Brahma 306

1. What conception of a Divine Being is presented in this poem? Is it a Christian one?

Abraham Lincoln (I) 306

1. Under what conditions was this speech given?
2. In what ways was Lincoln "thoroughly American"?
3. What was the general attitude in America concerning Lincoln's nomination?
4. What is Emerson's estimate of the Gettysburg address? Has time proved his judgment correct?
5. What point is Emerson making in the sentence beginning: "There is a serene Providence which rules the fate of nations. . . ."?

Terminus 309

1. What is the significance of the title?
2. What does Emerson see before him?
3. How does he prepare?

NATHANIEL HAWTHORNE

BIOGRAPHY AND CRITICISM 310

1. Describe the Salem of Hawthorne's youth.
2. How did the father's death affect the life of the boy?
3. What was the nature of his early writings?
4. What official positions did he hold?
5. What works came as a result of his residence abroad?
6. By what works will he be longest remembered?
7. Explain the stanza of Longfellow's that closed this sketch.

Sights from a Steeple (I) 311

1. What type of story or sketch is indicated by the title?
2. How does the position of the author, viewing humanity, himself unseen, symbolize Hawthorne's own life?

3. Show that the various "sights" typify the world. Explain some of the different ambitions or emotions of mankind suggested.

4. Point out examples of romance. Of humor.

5. Discuss the appropriateness of the ending.

6. Point out allusions that show Hawthorne's familiarity with classical literature.

David Swan (I, II) 314

1. Give in your own words the allegory of this story. Is it true to human life?

2. Show that the theme is typical of Hawthorne.

3. Is David to blame for being asleep when the "phantoms" of Wealth, Love, and Death come near? Explain.

4. Does the allegory in this story spoil it as a work of art?

The Birthmark (I, II) 317

1. What rank would you give "The Birthmark" as a short story?

2. Is the chief character of this story a normal man? Compare him with one of Poe's characters, for example, Roderick Usher.

3. Compare Georgiana with one of Poe's heroines.

4. What symbolic significance did Aylmer attach to the birthmark?

5. How do you explain Georgiana's willingness to risk her life in an experiment that has only a chance of success?

6. What is the significance of Aylmer's dream?

7. What foreshadowing do you find in the last paragraph on page 319?

8. What are Aylmer's feelings at the failure of his experiment?

9. In what moralizing does Hawthorne indulge at the end of the story?

The Great Stone Face (I, II) 325

1. Explain the symbolism of this story.

2. Do you find the lesson, or the story itself, of greater interest?

3. What classes of persons are typified in the believers and the unbelievers in the prophecy?

4. Give a characterization of Gathergold.

5. Give a characterization of Old Blood-and-Thunder.

6. Give a characterization of Old Stony Phiz.

7. Give a characterization of the poet. Does Hawthorne really admire him?

8. Show wherein each of these persons failed to fulfill the prophecy.

9. What had Ernest that the others lacked?

10. Does Hawthorne have respect, or scorn, for the crowd? Cite illustrations from this story to prove your point.

11. What significance does the author attach to names in this story?

12. What satire do you find? Humor?

13. Discuss Ernest as a "hero" for a short story.

14. Finally—does the child of the twentieth century, when he is taught this piece of literature, find it altogether inspiring, or does he call it a "bore"? Is this to the credit or discredit of the much-discussed "modern child"?

Preface to the House of the Seven Gables (I) 335

1. Just what contrast does Hawthorne make between the novel and the romance?

2. Why does he choose to treat "The House of the Seven Gables" as a romance?

3. What is to be the moral of the story? Read and compare Numbers 14: 18.

4. Judging from this preface, would you expect to find Salem, and The House of the Seven Gables itself (which is still standing), as described in Hawthorne's romance? Explain.

NATHANIEL PARKER WILLIS

BIOGRAPHY AND CRITICISM 337

1. Point out parallelisms in the lives of Willis and Longfellow.

2. Wherein did Willis' inferiority lie?

3. How did Willis mirror the age in which he lived?

4. How does Poe's comment agree with the present day estimate of Willis' place in the world?

5. In what way is this author interesting to the student of American literature?

Absalom (I) 337

1. Would you call this poem a remarkable product to come from the pen of a college student?

2. Is the imagery pleasing? Is it, on the whole, effective?

3. Is the emotional appeal strong?

* 4. With this rendition of the narrative compare the Bible story.

Letters from under a Bridge (I) 339

1. Give your estimate of Willis' familiar style. Compare it with that of another writer, say Irving or Lowell.

2. What contrast does Willis make between city life and rural life? Is his point an original one or is it conventional?

3. Look up the words "Arcadia" and "Utopia." Do you think they fit here? Explain.

4. How did Burns' poem save a life in America? Would Willis' action in this case be practical for all the world to follow?

5. What "bit of philosophy" does the author use to banish all his troubles? With this compare the famous panacea of Dr. Coué, "Every day in every way, I'm getting better and better."

The White Chip Hat 341

1. Retell the story of this poem.
2. Show that the theme is typical of Willis.
3. Explain the figure in lines 46–47.

To Helen in a Huff 341

1. Analyze this poem as a bit of "society verse."
2. Has such material lasting value? Reasons.

Unseen Spirits 342

1. Contrast the two women.
2. What "unseen spirits" attended each?

WILLIAM GILMORE SIMMS

BIOGRAPHY AND CRITICISM 343

1. What different kinds of literary work did Simms produce?
2. Give the main points in his biography.
3. For what does he deserve praise? What were his failings as a writer?

The Partisan (I) 343

1. With what period of history do these chapters deal?
2. What does the author say concerning the historical accuracy of his description?
3. Look up the word "melodramatic." Are there any parts of this story to which the word could be applied?
4. Give a characterization of Gates, as here presented.
5. Give a characterization of De Kalb.
6. Just what kind of man is Cornwallis?
7. How is Tarleton presented?
8. Contrast the action of Gates in battle with that of De Kalb. How does the description of the two horses illustrate the same contrast?
9. Reproduce the dramatic scene between Cornwallis and Colonel Walton.
10. Comment upon Simms' literary powers as shown in this selection.
11. Would the wide reading of such material as this tend to promote or to retard the development of friendly feeling between the United States and Great Britain?

HENRY WADSWORTH LONGFELLOW

BIOGRAPHY AND CRITICISM 355

1. Describe Longfellow's birthplace, and the home in which he grew up.
2. What education did he receive?
3. What teaching positions did he hold?
4. Tell of his travels and study in Europe.
5. What are his best known works?
6. To what extent is Longfellow read and admired in Europe?
7. Account for his very wide popularity in America.

A Psalm of Life (I, II) 356

1. What is meant by calling this a "household poem"?
2. Analyze the poem and account for its wide appeal.
3. Can you agree with the statement that it contains more preaching than poetry?
4. What has its verse form to do with its popularity?

Hymn to the Night (I) 356

1. Show that this poem is typical of the tastes of Longfellow.
2. Just what is his feeling toward Night?

Footsteps of Angels (I, II) 356

1. How does this poem illustrate the statement that Longfellow wrote for "the common human heart"?
2. In the study of this poem is your appreciation increased through learning the names of the persons to whom the poet refers, or do you prefer to fill in these places by means of your imagination, or better yet, by means of your personal experience?
3. Would you say that the material is universal in its appeal?

The Beleaguered City (I) 357

1. How is the lesson developed?
2. Point out the parallels, stanza by stanza, between the two halves of this poem. Note that, as in any good figure, one part is literal and the corresponding part figurative.

The Wreck of the Hesperus (I, II) 357

1. Using this poem for study, give your opinion of Longfellow's power of telling a story.
2. What were the conditions under which he wrote the ballad?
3. Point out three or four of the poet's best similes, and explain their effectiveness.

*4. Study the chief characteristics of the early English ballads. How closely has Longfellow imitated these traits?

The Village Blacksmith (I, II) 358

1. Give a characterization of the blacksmith.
2. Give proofs of the poet's admiration for him.
3. Point out the most vivid of the pictures.

*4. Contrast this simple, easily understood poem with one of the really great pieces of literature, for example, Wordsworth's "Intimations of Immortality" or Keats' "Ode on a Grecian Urn." Which kind would you rather have written? Which kind does more good in this world of ours, such as it is?

Serenade (I) 359

1. Just what is a serenade? How well does this little poem meet the requirements?

The Rainy Day (I, II) 359

1. What qualities of human character would such a poem tend to develop?
2. Is the appeal universal?
3. What is there in this poem that makes it "wear" so well?

Beware! (I) 359

1. Characterize this girl.
2. Characterize, if you can, the man who is receiving, presumably because he needs, this advice. Will he make use of it?

The Belfry of Bruges 360

1. What pictures of Flanders are presented?
2. What thoughts do the bells bring the poet?
3. Give your judgment concerning the comparison of the music of the carillon with the music made by the poet. Is the figure well worked out?

The Day is Done (I, II) 360

1. Give clearly the character of the poet who would write a piece like this one.
2. Just what is the mood presented? Is it common to mankind, or does it require a poet to understand it?
3. How well does the description in stanzas 7–8 fit Longfellow?
4. Explain the effectiveness of the figure in the final stanza.

Resignation (I) 361

1. What was the occasion of the writing of this poem?
2. What is Longfellow's attitude toward death? Is it commonly accepted?
3. What lines or stanzas are especially adapted to quoting?

An American Literature (I) 362

1. What are Mr. Churchill's ideas concerning American literature? Do you agree with them?

2. Do you think they are also Longfellow's opinions?

3. Comment upon this statement concerning literature: "Nationality is a good thing to a certain extent, but universality is better."

4. Judging from your own observation, would you say that Mr. Hathaway's ideas of love of country are at all typical of those of Americans in general?

My Lost Youth (I, II) 363

1. What does this poem tell us of the poet's boyhood?

2. What is the effect of the refrain?

3. Study the sixth line of each stanza and note the different adjectives applied to the Lapland song. Is there inconsistency here or are the changes due to different temporary moods? Does the refrain mean the same thing each time, or something different?

The Song of Hiawatha (I, II) 364

GENERAL QUESTIONS

1. What was the source of Longfellow's material?

2. How well has he entered into the primitive Indian's way of thinking?

3. Show that the material is both romantic and realistic.

4. Discuss the appropriateness of the verse form of the poem. Comment upon Dr. Bronson's statement that "The short phrases and simple sentences, the frequent repetitions and parallelisms, the quick trochaic movement, the absence of rhyme or stanza, suggest the childlike character of these legends, and the swaying boughs, quivering leaves, and leaping brooks to the music of which they were first narrated."

* 5. Compare Hiawatha with other national heroes, for example Beowulf, Roland, or King Arthur. Point out the epic elements of the poem.

6. Support or refute the statement that Hiawatha will live after everything else in American literature is dead.

Introduction 364

1. What sources of the stories does the poet give?

2. What persons does he invite to listen to the stories? Do the different groups—each introduced by "Ye who"—include everybody?

3. Do you call this a pleasing introduction? Does it make the reader want to read the stories?

III

Hiawatha's Childhood 366

1. Show that Hiawatha, by birth, is closely associated with Nature. What is the significance of this?

2. Comment upon the picturesque setting of Nokomis' wigwam.

3. What was the nature of the instruction given this Indian child?

4. What is the significance of Hiawatha's understanding the language of the birds and beasts? Of his fellowship with them?

5. Show that Hiawatha's accomplishments were those that would be useful to, and admired by, the Indians.

VII

Hiawatha's Sailing 368

1. How did Nature help Hiawatha build his canoe?

2. What degree of art is shown by Hiawatha in his decorating the canoe?

3. What element of the supernatural do you find in the motive power of the craft?

4. Show that Hiawatha, in getting the river cleared of obstruction, proves himself a true epic hero, a public benefactor.

X

Hiawatha's Wooing 369

1. What idea is given in the opening lines concerning the interdependence of man and woman? Do you think the idea is Hiawatha's, or Longfellow's own?

2. What does old Nokomis seem to think of the "younger generation" of girls?

3. In choosing a wife from a hostile tribe, how does Hiawatha show his diplomacy?

4. Contrast the pictures of age and youth as represented by the Arrow-maker and Minnehaha.

5. Characterize Minnehaha. Does she seem to meet Longfellow's approval about as well as Hiawatha's?

6. What advice does the sun give Hiawatha in order that he may attain domestic felicity?

7. How does the moon's advice supplement this?

XX

The Famine 371

1. Point out realistic strokes in this picture. Is the material true to the life of the Indians?

2. Give in your own words the picture of the two uninvited guests in the wigwam of Hiawatha.

3. What sights and sounds from her early life come to the dying Minnehaha?

4. What do you learn of the Indians' burial customs? Of their religion?

XXII

Hiawatha's Departure 373

1. What is the aspect of Nature at the opening of this section?

2. Just what is Hiawatha's mood now?

3. What pictures are given of the coming of the whites?

4. Comment upon Hiawatha's address of welcome, and the priest's response.

5. How does the poet relate, or suggest, the bringing of Christianity to the Indians?

* 6. Compare the passing of Hiawatha with the passing of Arthur as told by Malory or Tennyson.

7. Give the picture of the departure of the great hero.

8. Comment upon the suitableness of this ending of the epic.

The Courtship of Miles Standish (I, II) 375

1. Contrast the meter of this poem with that of Hiawatha? Could the meters be exchanged with advantage, or is each just suited to the material?

2. Point out the most obvious of the Bible references. Why should they abound in this poem?

3. Do you find the descriptive, or narrative, passages more interesting?

4. Compare this picture of the Puritans with the conventional one given to school children. Do you think this poem has influenced to an appreciable extent the popular conception of the Pilgrims? Reasons.

5. Judging from John Alden's discussion of the spiritual hand in the sky and the real one on earth, give your opinion of his type of mind.

6. Comment upon the figure in line 112.

7. In line 116 is Longfellow making sport of the Puritans? Explain.

Paul Revere's Ride (I, II) 378

* 1. What elements has this poem in common with "Sheridan's Ride" and "How They Brought the Good News from Ghent to Aix"?

2. Discuss the appropriateness of the verse form.

3. Point out the strong dramatic elements of the poem.

4. Cite four or five especially strong lines.

5. What pictures remain most vivid in the mind of the reader?

Divina Commedia (I) 379

I

1. Just what is the thought of this sonnet?
2. Show how the sestet applies the figure given in the octave.
3. Judging from this sonnet give your estimate of Longfellow's power over this very difficult verse form.

II

1. What characterization of Dante do you find?

III

1. How is the figure of Sonnet I further developed in this sonnet?

V

1. In this verse, how is Dante's power, or spell, over Longfellow shown?

VI

* 1. What, according to this sonnet, is Dante's relation to the Renaissance? Is this supported by history?

* 2. Just what use does Longfellow make, in the sestet, of the Bible story of Pentecost?

JOHN GREENLEAF WHITTIER

BIOGRAPHY AND CRITICISM 381

1. Carry through, as far as you can, the parallel between Whittier and Burns.
2. Give the chief facts in Whittier's biography.
3. Before the emancipation proclamation, what was Whittier's profession?
4. What poem gave him a sure place among the American poets?
5. What part of Whittier's work is most likely to endure?

The Moral Warfare (I, II) 381

1. Give evidences of Whittier's intense moral earnestness.
2. What prophetic elements do you find?
3. With this piece as a basis, give your estimate of Whittier's power over verse form.

Proem 382

1. How well does this verse accomplish the purpose for which it was written?
2. What insight does it give us into the author's appreciation of poetry?
3. Show that he recognizes clearly his own limitations. Is he too modest?

The Huskers (I, II) 382

1. How successful is Whittier in this poem? Explain fully.
2. What social or historical value has this piece?
3. Point out particularly felicitous phrases or lines.
4. Indicate the images that remain most clearly in your mind. Just what is the appeal?
5. Discuss the appropriateness of the "Corn Song" as here used.

Ichabod (I) 384

* 1. Look up the meaning of this title. With the thought in the poem compare that of Browning's "The Lost Leader." With this outburst of Whittier's grief compare his later, more thoroughly considered thought as given in "The Lost Occasion."
2. Just what is Whittier's feeling toward Webster?
3. Show how the Biblical tone throughout adds solemnity and moral force to the poem.

The Kansas Emigrants (I) 384

1. Under just what circumstances was this poem written?
2. Point out three or four references to the purpose of the emigrants.

Maud Muller (I, II) 385

1. What elements are responsible for the wide popularity of this poem?
2. What insight into human life does the author show?
3. Would you say that the emotional appeal is universal?
4. Should the Judge and Maud have married? Would it have proved a good "match"?
5. A critic has said that this piece would doubtless have been better without the moralizing tag which concludes it, but probably it would have been less popular. Comment.

The Barefoot Boy (I, II) 386

1. How far is this exquisite poem autobiographical?
2. What is the philosophy in the poem?
3. Was the barefoot boy perfectly happy? Did he realize it at the time? Moralize.
4. Is the appeal in this poem stronger to children than to adults? Explain fully.

Skipper Ireson's Ride (I) 387

1. Tell the story of Ireson's punishment.
2. Point out unusually realistic details.
3. What evidence does Ireson give of his remorse?

4. Comment upon the figure in line 61.
5. What part did Lowell have in giving the poem its present form?

Telling the Bees (I) 388

1. Point out details of the scene that remain indelibly stamped upon the poet's mind.
2. What is the advantage in telling the story in the first person?
3. Discuss the tragedy of the poem.
4. Would you say that such material is particularly adapted to the pen of Whittier?

Mountain Pictures 389

I. Franconia from the Pemigewasset

1. How does Whittier account for his writing such pieces during the stormy period of the Civil War?
2. How does the poet link this descriptive material with the great struggle?
3. Give your estimate of his descriptive power.

II. Monadnock from Wachuset

1. How does this piece show Whittier's appreciation of Nature?
2. Reproduce the picture of the farm home.
3. Why does the old farmer love the place?
4. What lesson does Whittier draw?

The Battle Autumn of 1862 390

1. What condition of the country is here described?
2. How does Whittier make effective the contrast between Man and Nature?
3. What is the burden of the poet's prayer?

Laus Deo! (I) 391

1. Point out examples again of the poet's moral earnestness.
2. Discuss this piece as a fitting close to Whittier's anti-slavery poems.

The Eternal Goodness (I) 391

1. Just how does Whittier meet the arguments of the theologians?
2. How do lines 17–28 show the contrast between his attitude and theirs?
3. Contrast the Puritan idea of God, as shown for example in "The Day of Doom," with Whittier's as shown in lines 41–44, and 49–52.
4. Comment upon the great beauty of lines 73–80.
5. Just what is the nature of Whittier's religion? In connection with your investigation compare the poet's own statement that "I turn to my own

Society, thankful to the Divine Providence which placed me where I am; and with an unshaken faith in the one distinctive doctrine of Quakerism—the Light Within—the immanence of the Divine Spirit in Christianity."

Snow-Bound: A Winter Idyl (I, II) 392

1. What kind of literary form is the idyl? Is the word correctly used here?

2. Discuss the appropriateness and general effectiveness of the title, "Snow-Bound."

3. Tell of Whittier's preparation for the writing of such a poem.

4. Show that the snowstorm is used to shut out the outside world and to focus attention and interest on the New England fireside.

5. Is the material realistic, or romantic? Or could it be both?

6. Judging from the stories and the descriptions our grandparents give us, would you say the pictures in this poem are true to life as it was lived in New England a century ago?

7. Is Whittier writing with his eyes on the scenes he describes, or is he picturing scenes in retrospect? Does life seem more beautiful or less beautiful when seen through the mist of years?

8. Can you recall any descriptions of city experiences so charming as these of rural ones? If you cannot, then tell whether the reason is that the material itself is less suitable, or that a writer of Whittier's ability has not yet turned his hand to the task.

* 9. Compare this poem with other descriptions of winter such as are found in Thompson's "The Seasons," Bryant's "A Winter Piece," Longfellow's "Woods in Winter," Lowell's "A Vision of Sir Launfal" or Blackmore's "Lorna Doone," chapter 42. What does Whittier give that none of these writers gives?

10. Point out six or eight lines that you know from your own experience to be true to life.

11. From the first forty lines pick a dozen adjectives that are particularly well used.

12. Characterize the father.

13. Point out characteristic actions or sounds of the animals and fowls.

14. What is the meaning of lines 203–204?

15. What is the thought of the mother's prayer?

16. Give in your own words the picture of the opening of the road after the storm.

17. Account for the remarkable popularity of this poem. Just what is responsible for its wide appeal?

* 18. Compare "Snow-Bound" in manner, style, and merit with "The Deserted Village" and "The Cotter's Saturday Night."

OLIVER WENDELL HOLMES

BIOGRAPHY AND CRITICISM 396

1. In what different kinds of work did Holmes engage?
2. What education did he receive?
3. What was the nature of his early poetical efforts?
4. What literary event brought Holmes to the front as a writer?
5. Name his most important works.

Old Ironsides (I, II) 396

1. How did Holmes accomplish his purpose in this poem?
2. Would it be a logical conclusion to say that all the United States battleships that have done valiant service should be preserved forever?
3. Is this piece truly poetic, or merely eloquent? What is the difference between these adjectives?

My Aunt (I) 397

1. What light is thrown by this poem on the educational methods of the early years of the century?
2. Has Auntie given up hope? Cite lines to prove your point.
3. Does Holmes have affection for his "dear unmarried aunt," or is he making sport of her? Could both situations be true at once?

The Last Leaf (I, II) 397

1. Is this a humorous poem? Is the old man a comic character or a pathetic one?
2. W. C. Bronson wishes to describe this piece as "a minuet danced with dainty lightness to the music of an elegy." Comment.
3. Account, if you can, for the fact that this was a favorite poem of Lincoln's.
4. Lincoln was especially pleased with the music of the fourth stanza. Is it more effective than the rest? Reasons.
5. With Holmes' own last days in mind, point out the irony of fate in the closing stanza.

The Autocrat of the Breakfast Table (I, II) 398

1. How does the description of this work as "verbal champagne" suit you?
2. Discuss the appropriateness of the title.
3. What are the qualities of Holmes' familiar essay style that make his writings so popular?
4. Is the Autocrat offensively egotistic?

5. Show that this type of writing, practically original with Holmes, was peculiarly adapted to his powers.

6. Explain the reference to his interruption in the opening sentence.

7. How was the divinity student "squelched"? What had he done to deserve such treatment?

8. What is the author's opinion of the Society of Mutual Admiration?

9. Discuss "All generous minds have a horror of what are commonly called 'facts.'"

10. Under what circumstances does the author enjoy talking with a dull friend?

11. What kind of respect, if any, has Holmes for the man with calculating power?

12. What is the value of conceit?

13. "What are the great faults of conversation?"

14. What is the author's idea of puns? Is he in earnest, or is he "spooning"? Give proofs.

15. What is suggested by the title of the poem, "Album Verses"?

16. Give your estimate of Holmes' eight-line characterization of the landlady's daughter.

17. What plan has the author for getting rid of tiresome visitors?

18. Do you agree with Holmes' idea of self-made men?

19. To what extent is Holmes describing himself when he talks of "a man of family"?

20. Judging from "Latter-Day Warnings," what would you say retards the millennium? Judging by these principles, is the great day nearer in "nineteen hundred and now" than it was in eighteen hundred and fifty-seven?

II (I, II) 406

1. What advantage has talking over writing?

2. Discuss the effectiveness of the figure of the crow and the king-bird. Is there any significance in Holmes' expression "The bird in sable plumage"?

3. Did Holmes accomplish anything by repeating this illustration to the "good old minister"?

4. On page 409a, lines 9–12, what suggestion do you get of the author's own diminutive size?

5. What, according to the Autocrat, are the virtues of a sporting man?

6. What is meant by the phrase "electro-gilded celebrity"?

7. Comment upon the effectiveness of the description of the Island where the speaker has been deer-hunting. Is the Island a real, or an imaginary one?

8. What is the thought in the verse he wrote on the Island?

9. Is the rhythm of the lines adapted to the material?

10. Is the author's discussion of insanity serious or only playful?

11. In Holmes' description of his playing the part of the "Poor Gentleman," what references do you find to his experiences with the lyceum?

12. Point out the satire in the prologue, "This Is It."

13. Is there any significance in the fact that he did not see the play?

14. What are Holmes' ideas of the teetotaler?

The Chambered Nautilus (I, II) 414

1. Compare the teaching of this poem with that of "A Psalm of Life," page 356.

2. Explain the figure the poet uses to put forth his idea. Is it a happily chosen one?

3. Point out the most beautiful or most effective lines.

4. What parts appeal most strongly to the imagination? Explain.

5. This is the poem Queen Victoria asked Holmes to write for her with his own hand. What, if anything, does this tell us of her taste for literature?

The Living Temple (I) 415

* 1. With this selection compare Shakespeare's well known lines: "What a piece of work is man!" Hamlet, Act II, Scene 2, Lines 313 ff.

2. How has Holmes' work as a physician prepared him for writing this poem?

3. With what poetic figures does he describe the lungs? The heart? The skeleton? The eyes? The ears? The brain?

4. Judging from the prayer of the final stanza, what can you say of Holmes' religion? Can you reconcile it with his gibes at the temperance reformers in "The Autocrat" and with the satire on the Puritans' theology as manifest in "The Deacon's Masterpiece" and in "Elsie Venner"?

The Deacon's Masterpiece (I, II) 416

1. Give your opinion of Holmes' power of telling a story in verse.

* 2. Make a careful study of the piece and point out clearly the satire on the theology of the early Puritans.

3. Give a characterization of "the Deacon."

4. What use has Holmes made of dialect?

5. What is the source of the humor of the poem?

The Voiceless (I) 417

1. What is the nature of the appeal in this poem?

2. Just what class of people is here represented?

'The Boys' (I, II) 417

1. Discuss the appropriateness of the sentiment in this poem.

2. In just what manner should you judge Holmes read, or recited, this poem? Was he serious, or joking?

3. Explain line 30.
4. What qualities of the selection keep it perennially fresh?

A Hymn of Trust (I) 418

1. What do you learn from this poem of the faith of Holmes?
2. Give your opinion of its merit as religious verse.

The Brahmin Caste of New England (I) 418

1. Just what is meant by "The Brahmin Caste of New England"?
2. To what extent is this discussion typical of the smug respectability of these Brahmins?
3. Could such a class be found in America outside New England?

EDGAR ALLAN POE

BIOGRAPHY AND CRITICISM 421

Note. While studying the life of Poe and while getting acquainted with his writings, it may be well to study Stedman's essay on Poe, page 681.

1. Discuss briefly Poe's education.
2. What facts in his life can you associate with his very unusual but erratic genius?
3. Trace briefly his connection with American periodicals.
4. What is meant by the statement: "Poetry was with him a passion"?

Lenore (I, II) 422

1. Comment upon Higginson's estimate of this poem.
2. Show that the material is typical of Poe.
3. Note that this is a dialogue between the relatives and the lover of Lenore. Point out the changes of speakers.
4. How does this poem illustrate Poe's theory that beauty is the sole province of poetry? Is there a "lesson" or "purpose" in this poem?
5. Point out examples of internal rhyme, of alliteration, and of repetition of words or ideas.
6. Point out two or three vowel sounds upon which the verse seems to be founded.
7. Point out, and make a study of, particularly agreeable combinations of sounds.
8. Point out passages of unusual beauty of imagery.
9. This poem has been criticized because it shows too much artifice. Give your own judgment on this point.

Israfel (I) 422

1. What is the thought in this poem?

2. Justify or refute the statement that this is the most lyrical of Poe's poems.

3. To what extent is the poem representative of Poe himself? In this connection it is interesting to note that Edwin Markham, who won the prize offered by the English magazine, "The Poetry Review," made use of this title for his own poem, "Our Israfel—in Memory of Poe." The entire poem of Markham's can be read in the "New York Times Book Review," June 7, 1925.

To Helen (I, II) 423

1. How does this poem illustrate Poe's theory of poetry?
2. What "impression" is left by the reading of this poem?
3. Are the images definite, or indefinite? Point out the advantage of Poe's method.
4. What can you say of the range and character of the poet's vocabulary?
5. Discuss the figures of this poem.

To One in Paradise 423

1. How has Poe idealized the feminine character in this poem?
2. Would you say the final stanza is a personal utterance of the past? Does it apply to him?

The Fall of the House of Usher (I, II) 423

1. Since Poe is really the inventor or creator of the short story, as we know it to-day, it would be well for us to study this selection, one of the best of Poe's works, in the light of his own ideas concerning the requirements of the short story. Study carefully the following passage, for most of the questions that follow will be based upon the principles here set forth.

"A skilful literary artist has constructed a tale. If wise, he has not fashioned his thoughts to accommodate his incidents; but having conceived, with deliberate care, a certain unique or single *effect* to be wrought out, he then invents such incidents—he then combines such events as may best aid him in establishing this preconceived effect. If his very initial sentence tend not to the outbringing of this effect, then he has failed in his first step. In the whole composition there should be no word written, of which the tendency, direct or indirect, is not to the one pre-established design. And by such means, with such care and skill, a picture is at length painted which leaves in the mind of him who contemplates it with a kindred art, a sense of the fullest satisfaction. The idea or the tale has been presented unblemished, because undisturbed; and this is an end unattainable by the novel." (For the full discussion read "Hawthorne's Twice-Told Tales," page 441 ff.)

2. What is the certain unique or single *effect* to be wrought out in this story?

3. Show how the incidents he has invented aid Poe "in establishing this preconceived effect." Could you leave out any of these incidents? Can you think of others that would make the story better?

4. How does the quoted motto at the beginning help to establish the atmosphere of the story?

5. In the light of what Poe says concerning the importance of the initial sentence, study carefully his opening sentence of this story; it is one of the most remarkable in all literature. Notice the accumulation of details to bring about the effect of depression: "autumn," "dull, dark, soundless day," "evening," "solitude," "dreary country," and the like. Notice that the reader is infected with this same dejection of spirit.

6. Is Poe's explanation of the cause of his depression definite? Why?

7. From the first column of the story, make a list of ten words or phrases used with remarkable effectiveness. Explain your choice in each case.

8. Is the title used in a literal, or figurative sense? Explain.

9. Where would you say the house is located? In England? In America?

10. How nearly does the description of Roderick Usher fit Poe?

11. What is the effect of the description of Usher's obsession? How does this help the author to accomplish his purpose?

12. What foreshadowings can you find of the disintegration of the house and of the death of its occupants?

13. Point out clearly the symbolism of the poem, "The Haunted Palace." Explain carefully the last four lines.

14. How does Poe gain his effect in naming a list of books all strange to the reader?

15. How does the storm outside the house symbolize the perturbation within?

16. How does the "story within the story" add to the general effect?

17. Give in your own words the picture in the final paragraph. By what means does the author burn it into the minds of the reader so that he can never obliterate it?

18. Is the ending satisfying? Can you suggest another, for example, one that would suit a "movie" crowd?

19. Now read again Poe's theory of the short story and then give your judgment concerning his own application of the principles he puts before us.

The Murders in the Rue Morgue (I) 432

* 1. Make a study of later detective stories, say "The Adventures of Sherlock Holmes," and determine to what extent they are based upon the principles first used by Poe. Read this story, "The Murders in the Rue Morgue," in its entirety.

2. Trace the steps by which Dupin created his chain of circumstantial evidence.

3. Point out examples of particularly keen reasoning.

4. How does the author maintain suspense?

5. Point out examples of his use of the dramatic.

Eleonora (I) 438

1. Show the appropriateness of the setting in this story of idealized love. Could this spot be located in an atlas? Explain.

2. To what extent does this picture the romance in Poe's own life?

3. Point out passages highly poetical.

4. Is the hero of the story a normal man acting under the stress of strong emotions?

5. What is the impression left by the reading of this story?

Hawthorne's Twice-Told Tales (I) 441

1. In what respects is the title, "Twice-Told Tales," misleading?

2. How does Poe rank Hawthorne with Irving? With the Spectator?

3. What is the argument by which Poe reaches the conclusion that the greatest works of literature must necessarily be short? Is it convincing?

4. What advantage has the short story over the novel?

5. What, according to Poe, is Hawthorne's distinctive trait?

6. What, on the whole, is Poe's estimate of Hawthorne's place in literature? Now that almost a century has elapsed, has his estimate been greatly changed? Comment.

The Raven (I) 444

*1. For a thorough understanding of Poe's plan in writing this poem, study his essay, "Philosophy of Composition." Keep in mind, however, that many critics consider his explanation wholly unreliable. Give your own judgment in this matter.

2. Give, in order, the steps in the development of the story.

3. Trace the increasing intensity of emotion.

4. Show the appropriateness of the setting and the choice of "characters."

5. To what extent do you think the popularity of the poem is dependent upon the verse form? Upon the refrain? Upon the imagery? Upon the gloomy atmosphere?

6. Line 80 was criticized adversely by critics and defended by Poe. Give your own judgment of it.

7. Do you think lines 62–66 fit Poe himself?

8. Give your own explanation for the statement made by critics that this poem has done more than any other to bring respect for American letters.

9. How well does this story in verse fulfill Poe's requirements for the short story? (See Question 1, under "The Fall of the House of Usher.")

Ulalume (I) 446

1. How well does this selection fit Poe's definition of poetry, "The rhythmical creation of beauty"?

2. Is the thought in this poem clear, or vague and indefinite? What advantage in this? Is a poem great because of the information it gives you, or because of what it suggests to you?

3. Show how Poe, through the use of full, rich vowel sounds, and smooth, blending consonants, secures the effect of almost pure music. You must read the poem aloud to get the effect of this artistry.

4. Point out some of the best examples of onomatopœia.

5. Comment upon Stedman's evaluation of this poem, page 685a.

The Bells (I) 447

1. What different moods are developed in the stanzas of this poem?

2. Why is it particularly adapted to platform presentation?

3. What use has Poe made of onomatopœia? Is this figure used excessively?

Annabel Lee (I, II) 448

1. Account for the success of this, the most beautiful and the best loved of Poe's poems.

2. Do you think the fact that this was written out of the poet's own life experience gives it a greater sincerity than is found in his other poems?

3. Comment upon the expression of undying love found in lines 30–33. Do you think it has ever been surpassed?

4. Study and, if you can, find the source of, the unearthly melody that one hears throughout the poem.

HARRIET BEECHER STOWE

BIOGRAPHY AND CRITICISM 449

1. To what extent were Mrs. Stowe's early surroundings responsible for "Uncle Tom's Cabin"?

2. What first-hand information had she for writing such a book? Was it enough?

3. What qualities of the book were responsible for its success?

4. Give evidences that Mrs. Stowe took her writing seriously.

Topsy (I, II) 449

1. Judging from this selection, what would you say are the leading char-

acteristics of Mrs. Stowe's style? Is it great writing? Did it accomplish its purpose?

2. Give a characterization of Topsy. Is she wicked, as she constantly asserts?

3. Characterize Miss Ophelia. What typically New England traits can you find?

4. What has Topsy to say of her origin?

5. Will Miss Ophelia's instruction have a lasting, reforming effect?

6. What use does Mrs. Stowe make of the contrast between Topsy and Eva?

7. What blows does Mrs. Stowe strike at the "system of slavery"?

8. Just what is the nature of the appeal in a selection such as this?

When Winds Are Raging (I) 457

1. Explain the effectiveness of the figure in this poem.

2. Judging from this poem, give your estimate of the type of Mrs. Stowe's religion.

Still, Still with Thee (I) 457

1. Point out the Hebraic imagery in the poem. Account for its presence in an American lyric.

2. What elements of mysticism do you find?

3. Account for the use of this lyric in modern hymnals. Is it especially adapted to one particular denomination, or to all Christian believers?

Views of Divine Government (I) 458

1. What place can an essay, such as this, have in a novel?

2. What was the character of the preachers in Puritan New England? Of the preaching?

3. Comment upon Dr. Hopkins' theology as presented on page 459b, lines 22–36. Did it strike terror into the hearts of his hearers? Does it strike terror into the hearts of the readers of to-day?

4. From what you know of the early Puritans, would you say that Mrs. Stowe is true to the people and to the times?

JOHN LOTHROP MOTLEY

BIOGRAPHY AND CRITICISM 462

1. What preparation had Motley for his work as historian?

2. What are his chief qualities as a writer?

The Relief of Leyden 462

1. What was the situation at the opening of this selection?

2. Show how the author, through his use of details, makes the situation realistic.

3. Give the substance of the speech of the burgomaster. How does it reveal the character of the man?

4. Tell of the taking of the two fortifications.

5. Give in your own words the picture of the coming of relief to the famished city.

6. Motley has been called the most dramatic of our historians. What light on this estimate does this selection give?

The Fire Ships of Antwerp 466

1. Characterize Gianibelli.

2. What was his motive in aiding Antwerp?

3. How were the fire ships to accomplish their purpose?

4. Show the unusual dramatic power in the portrayal of the destruction of the bridge.

5. Show the strong emotional appeal in the paragraph beginning, "That rocket never rose."

6. Wherein lies the tragedy of the story?

RICHARD HENRY DANA, JR.

BIOGRAPHY AND CRITICISM 472

1. What circumstances led Dana to go to sea?

2. Just what was his purpose in writing his one book? How well did he accomplish that purpose?

A Flogging (I) 472

1. Give a characterization of the captain of the *Pilgrim*. From what you have read elsewhere of sailor-life in the early days, do you think this man an exception, or rather typical of sea captains?

2. Is Dana's description of the flogging unnecessarily brutal, or does this purpose require the presenting of all the sickening details?

3. What pictures of California in the thirties do you get?

4. What contrast do you find between the captain and crew of the *Lagoda* on the one hand, and those of the *Pilgrim* on the other?

5. Give your own estimate of the power of Dana as a writer.

HENRY DAVID THOREAU

BIOGRAPHY AND CRITICISM 480

1. What can you say of Thoreau's preparation for authorship?

2. What is the nature of the material in "A Week on the Concord and Merrimac Rivers"?

3. What change has occurred in the attitude of the American people toward Thoreau?

Sympathy (I) 480

1. Point out the elements apparently autobiographical in this poem.

2. What glimpse is given us of a side of Thoreau's nature not commonly seen? Would you say he had really been in love?

Sic Vita (I) 481

1. What is the thought in these verses?

2. Compare it with the thought in the "Stanzas" of Wilde, page 272.

3. Discuss its appropriateness for use at Thoreau's funeral. Does it typify the man Thoreau?

A Prayer 481

1. What is the character of the philosophy here presented? Is his ideal high, or low? Egotistic?

2. How would you interpret line 6?

Orphics

I

Smoke 482

1. What is suggested in this general title, "Orphics"? Would you say it is appropriately used here?

2. What figures does Thoreau use to describe "Smoke"?

II

Haze 482

1. How effective is the author in describing "Haze"?

2. Is this purely nature description or is there an underlying significance?

Independence 482

1. To what extent does this poem set forth the philosophy of Thoreau's own life?

2. What is its message to the reader?

Walden; or, Life in the Woods

Higher Laws (I, II) 482

* 1. Compare Thoreau's work, "Walden," with Izaak Walton's "The Compleat Angler."

* 2. Thoreau has frequently been called a disciple or satellite of Emerson, imitating "his master's voice" in every way possible. Study Thoreau's style

and thoughts, and compare them with those of his master, Emerson. Point out specific examples of Emerson's influence.

3. What use does Thoreau make of the first person in "Walden"? Is he egotistic and self-centered?

4. What does he say of Yankee amusements?

5. Why does Thoreau sell his gun?

6. How does fishing lower his self-respect?

7. What arguments do you find for vegetarianism? Are they convincing?

8. What point does the author make in his statement, "I prefer the natural sky to an opium-eater's heaven"?

9. Discuss lines 4–6, on 486b.

10. Give the substance of Thoreau's discussion of sensuality and purity.

11. What seems to be the author's purpose in this selection?

Brute Neighbors (I, II) 487

1. Give the thought in the dialogue between the Hermit and the Poet.

2. Does Thoreau's description of his experience with the mouse appeal to the average reader? In what way—or, why not?

3. What characteristics of the partridge does he present? How does this reveal his close observation?

4. Compare the description of the battle of the ants with a description of a battle among men.

5. Give a description of the "winged cat."

6. Retell the author's experience with the loon. In what lies the fascination of the story?

Conclusion (I, II) 493

1. Why did Thoreau leave the woods? Does his reason seem to be the real one, or does it sound like an excuse?

2. What does he mean by putting foundations under the castles in the air?

3. What is the "brain-rot" of which he speaks?

4. What is the thought in the final paragraph on page 495?

5. Just what point is made in the story of the artist who made a perfect staff?

6. Comment upon the advice: "However mean your life is, meet it and live it; do not shun it and call it bad names."

7. Can you agree with the statement, "Money is not required to buy one necessary of the soul"?

8. Show Thoreau's love for work well done. His love for truth.

9. Give your judgment concerning the effectiveness of the ending.

JAMES RUSSELL LOWELL

BIOGRAPHY AND CRITICISM 500

1. In what respect was Lowell "the Dr. Johnson of the period"?
2. To what extent do Lowell's ancestry and environment explain the man?
3. What were his services to America abroad?
4. What would you say were his chief services to American literature?

To the Dandelion (I) 500

1. Give your estimate of this poem as a treatment of nature. Is there sincerity? Depth of feeling? Expression appropriate to his very humble subject?
2. What is the author's purpose in writing this poem?

The Biglow Papers, First Series (I, II) 501

No. III

What Mr. Robinson Thinks

1. Discuss the prose style of Parson Homer Wilber, A. M. Point out Lowell's satire on the country parson and his "pedantry of quotation."
2. In these introductory remarks is Lowell setting forth his own ideas? Give proofs.
3. What do you think was Lowell's purpose in putting his arguments into verse form? Into dialect?
4. Is this verse form in common use in English poetry or does it resemble Mother Goose jingles? What, if anything, keeps it from being doggerel?
5. Characterize Guvener B., Gineral C., and John P. Robinson.
6. Point out the strongest examples of satire. Why does the author use this unkind figure.
7. Cite examples of the author's humor. What is its source?
8. What is the author's opinion of the sentiment "Our country, right or wrong"? Do you agree with him? In this connection it is interesting to note that the Chicago Daily Tribune, self-announced as "The World's Greatest Newspaper," still carries at the head of its editorial page Stephen Decatur's famous toast: "Our Country! In her intercourse with foreign nations may she always be in the right; but our country, right or wrong."
9. Explain the pun in lines 2–6, page 503b. Or is it a pun?

The Courtin' (I, II) 503

1. Give your opinion of Lowell's power over dialect as shown in this poem.
2. Give your judgment concerning his understanding of the emotions of rustics.

3. What would the poem lose by translation into the King's English?
4. For what reasons is this poem ranked high in American literature?

Leaves from My Journal in Italy and Elsewhere (I) 504

At Sea

1. Professor Ashley H. Thorndike says: "The personal essay as a literary form seems to require maturity of mind, breadth of experience and reading, a responsive humor, and intensity and discrimination in taste." Judging from this personal essay of Lowell's, would you say he measures up to these requirements?
2. How is the personality of the writer shown?
3. Has he a love for the sea?
4. What is the meaning of the phrase, "Neptune, in a tête-à-tête"?
5. How has modern science robbed the sea of its romance?
6. Show, from the discussion of phosphorescent water, Lowell's power of description.
7. Contrast the effect of the sun at sea with that of the moon.
8. Why has the author such respect for a man who has seen the sea-serpent?
9. Comment upon the effectiveness of the ending.
10. Point out examples of the author's humor. Is his humor of the "button-bursting" variety, or does it merely bring to the face of the reader the "look-pleasant, please" expression the photographer loves?

Review of Whittier's Home Ballads and Poems (I) 508

1. What difference do you observe between the style of this essay and that of the preceding?
2. Lowell has been criticized because of his rambling openings. Compare:

> "Over his keys the musing organist
> Beginning doubtfully and far away,
> First lets his fingers wander as they list,
> And builds a bridge from Dreamland for his lay."

Does the beginning of this essay furnish any justification for such a criticism?

3. What, in general is Lowell's opinion of Whittier? Are the two poets alike?
4. What does the author mean by saying that Whittier "smacks of the soil"?
5. What is Lowell's opinion of the respective merits of America and Europe as sources of literary material? How far do you agree with him?
6. Does Lowell believe in "the good old Devil"?
7. What is his idea of a moral attached to a ballad? What is yours?

8. Discuss and reconcile the following statements concerning Whittier:

(a) "He is, on the whole, the most representative poet that New England has produced."

(b) "We have had no more purely American poet than Mr. Whittier. . . ."

The Biglow Papers, Second Series (I) 511

II

Mason and Slidell: A Yankee Idyll

1. In what respects is the second series of "Biglow Papers" similar to the first? In what ways different?

2. What value has the device of making Concord Bridge and Bunker Hill Monument do the talking?

3. Give the line of argument presented by the Bridge. Show that it represents the rather hot-headed element in America.

4. Give the arguments of the Monument. Show that they represent the cooler heads of America.

5. Where would you say Lowell's own ideas lie?

6. Point out satirical or sarcastic thrusts that are particularly effective.

7. What light is thrown upon American history by this selection?

Jonathan to John 515

1. To what extent is the argument logical; that is, how much does it appeal to pure reason?

2. To what extent does the argument appeal to the emotions?

3. Which appeal is more effective? Why?

4. Point out at least four or five specific charges against "John."

VI

Sunthin' in the Pastoral Line 517

1. What is suggested by the title? How well does it fit the poem?

2. Compare the appropriateness and effectiveness of the dialect in Burns' poems. Are you ready to say that the place of dialect is as sure in American literature as in Scottish?

3. What plea does the poet make for the use of American material for inspiration instead of European?

4. What Yankee trait is portrayed in lines 39–44? How does the poet explain its source?

5. Note that in this rustic piece Lowell cannot keep his mind entirely out of politics. What "side-swipe" (Lowell probably would use the word) do you find in lines 61–64?

6. Just how does spring come in New England?
7. Comment upon the effectiveness of the selection as a whole.

Ode Recited at the Harvard Commemoration, July 21, 1865 (I, II) 518

* 1. Study the ode as a literary form. Into what type of ode does this one fit?
2. Point out the fitness of this ode to its occasion.
3. What seems to be the central theme of the poem?
4. What contrast does Lowell make between the credit due the men who did the fighting, and the credit due the men who merely tell of their deeds?
5. What men, according to Lowell, best love truth?
6. Cite some of the best lines or ideas in the poem.
7. Analyze Part VI and show its greatness.
8. Show Lowell's idea of Americanism as revealed in Part X. Is it out of date to-day?
9. Professor Howe states that in this ode Lowell "brought American civic poetry to its highest point." Comment.

HERMAN MELVILLE

BIOGRAPHY AND CRITICISM 521

1. What romantic experiences of Melville's life prepared him for his literary career? Incidentally it is interesting to recall that he was the grandson of the old gentleman described in Holmes' "The Last Leaf," traditionally the last survivor of the group that held the Boston Tea Party.
2. What is the value of his contributions to literature?

The Social Condition and General Character of the Typees (I) 521

1. Though no one has ever been able to distinguish definitely between the romance and the reality of Melville's writings, each reader is entitled to his own harmless opinion. What do you think about the matter?
2. Would you call the description realistic, or idealized? In what respects does Typee resemble Eden?
3. Retell the incident of the building of a house in a day.
4. What was the position of women in this community?
5. What does the author have to say concerning cannibalism?

The First Lowering (I, II) 523

1. Judging from this selection would you be willing to agree with the statement often made that this is the greatest sea story ever written?
2. Compare or contrast this selection with the one from Dana, page 472.
3. Point out passages of particularly vivid description.

4. Cite passages of strong dramatic power. How does the author create and maintain suspense?

5. What pictures or impressions are most worth retaining? Note that the value of this story of Melville's lies, as in Whittier's "Snow-Bound" and Barlow's "Hasty Pudding," largely in the presentation of a life, or a phase of life, that has passed away forever.

DONALD GRANT MITCHELL

BIOGRAPHY AND CRITICISM 528

1. What different kinds of writing did Mitchell produce?
2. What are the chief traits of his style?

Reveries of a Bachelor (I) 528

1. How does this selection illustrate the mid-century sentimentalism?
2. Show the appropriateness of the setting for the reveries that are to follow. Note that the author deliberately settles down to an emotional debauch.
3. What seems to have brought up the subject for the evening's orgy?

I

Smoke—Signifying Doubt (I) 529

1. Comment upon his figure of marriage as a lottery in which a poor man's "whole earnings go in to secure a ticket." Is the figure a true one? What about the "poor girl"?
2. What misgivings arise in the mind of this doubter concerning his imaginary wife's imaginary relations?
3. Concerning the possibility of her being rich?
4. Her being poor?
5. Her being ugly?
6. Her being shrewish?
7. Her not caring for her husband?
8. Her possible flirtations?
9. Her having "a bit too much forehead"?
10. What device does the author use to get into his next topic?

II

Blaze—Signifying Cheer (I) 532

1. Show how in the opening paragraphs the author creates the necessary domestic atmosphere.
2. Has the world in reality produced such a paragon of household virtues as is here described? Substantiate your argument.

3. Explain the italicizing of "Her," line 57, page 532b, and "The," line 1, page 533b.

4. Account for the death of the writer's friend, his sister, and his mother. Do these imaginary demises detract from, or add to, the happiness of the man in the Morris chair? Explain.

III

Ashes—Signifying Desolation (I) 533

1. Show that the thought in this selection logically follows that of the preceding two selections.

2. Give in your own words the author's description of "Poverty."

3. Study the presentation of the three imaginary deaths. Show that the author wrings from them the last drop of emotion.

4. The author speaks freely of the agony he experiences. Is he really in anguish or in raptures of joy? Just what *is* his state of mind?

5. Judging from the closing lines of this selection did the suffering continue long after the "Reverie" was ended?

FRANCIS PARKMAN

BIOGRAPHY AND CRITICISM 538

Note. For a full and masterful discussion of the work of this historian, study John Fiske's "Francis Parkman," page 822.

1. Tell of Parkman's preparation for his life's work.

2. Tell of his high devotion to this work.

3. What is his standing among the historians of America? What are the chief qualities of his writings?

The Conspiracy of Pontiac

CHAPTER VIII

1763

Indian Preparation (I) 538

1. What power had the Indian chiefs over their tribes?

2. What were the chief qualities of the Indians as soldiers or warriors?

3. What, in general, were their tactics?

4. What was the state of the English colonies at this time?

5. Reproduce the author's description of the War Dance. What was its purpose?

6. How did the Indians advance upon the settlers?

Chapter IX

1763

The Council at the River Ecorces (1) 541

1. What different classes or types of Indians were present at the council? Notice the picturesqueness of the author's descriptions.
2. Give a description of Pontiac.
3. Retell the legend of the Delaware Indian's visit to the home of the Great Spirit.
4. What are the chief characteristics of this typical legendary tale?
5. What strategy was used to learn the strength of the whites? What was the plot that was to bring about the destruction of Detroit?

Chapter X

1763

Detroit (I) 545

1. What, according to Parkman, were the characteristics of the Canadians?
2. Describe the fort at Detroit.
3. What was the first cause the whites had for suspicion?
4. Tell of the revealing of the Indians' plot.
5. How, at the close of this selection, does the author create suspense? Compare the final paragraph, for thrills, with a piece of fiction.

Chapter XI

1763

Treachery of Pontiac (I) 548

1. Describe the approach of the chiefs in war array. Note again the vividness of Parkman's writing.
2. Compare or contrast the leader of the Indians with the leader of the whites.
3. Describe the meeting at the council-house. Point out dramatic elements.

GEORGE WILLIAM CURTIS

BIOGRAPHY AND CRITICISM 550

1. Tell of the early life of Curtis. Of his education.

2. What were his most important travel articles?
3. What was his work with *Harper's?*
4. What were his chief services to America?

Dickens Reading (I) 550

1. Point out qualities of this selection that are distinctly journalistic.
2. How does this bit of contemporary description and criticism help us better to understand the great English novelist?
3. Describe the audience present at Dickens' first reading in New York.
4. Describe Dickens as he appears on the stage.
5. Tell of the effectiveness of Dickens as a reader of his own works.
6. How do the comments of his auditors add reality to this description?
7. Tell of the affectionate leave-taking of Dickens.

Rip Van Winkle 553

1. What is Portia's charge against the morality of Joseph Jefferson's great play?
2. How did Curtis answer it?
3. Who won in the argument?

Ralph Waldo Emerson (I) 554

1. Discuss the effectiveness of the opening of this essay.
2. What appeal is made by the numerous personal anecdotes concerning Emerson?
3. When did Emerson consider his youth past?
4. What was the nature of his influence upon those with whom he came in contact?
5. What does the author say of the obscurity of Emerson's writings?
6. What general impression or impressions do you get from the reading of this essay?

The Lecture Lyceum (I) 558

1. What position did the lecture lyceum hold in American life in the mid-century?
2. Contrast it with the position of the lecture course or Chautauqua of to-day.
3. Give some reasons of your own to account for the change.
4. What type of men did the lecturing? Give some of the best known names.
5. Tell the story of the belated lecturer in Boston.

SOME LESSER POETS OF THE MID-CENTURY

Charles Graham Halpine

The Formal Call (I) 560

1. What picture of Quakerdom do you find in this poem? Is it the conventional one?
2. Compare the verse form with that of Poe's "Raven."

John Godfrey Saxe

The Mourner à la Mode (I) 561

1. Discuss this selection as society verse.
2. Just what was the state of mind of the mourner?

A Charming Woman (I) 562

1. What keeps this "Charming Woman" from charming the poet?
2. Show that the poem is a satire on a whole class of women.
3. Would you say the poem was written in ill-humor?

Thomas William Parsons

On a Bust of Dante 562

1. Give Parson's characterization of Dante.

*2. Read the "Divina Commedia" and the life of Dante to see how well this characterization fits the great Italian poet. Find also how Parson's own style, as revealed in this poem, is the result of the influence of Dante.

DIRGE

For One Who Fell in Battle (I, II) 563

1. Comment upon the effectiveness of the imagery of this poem.
2. Is its extreme simplicity appropriate to the subject? Explain.
3. Give your opinion of the value of the refrain.

Paradisi Gloria 563

1. By what means has the poet presented an inspiring picture of heaven?

Thomas Dunn English

Ben Bolt (I, II) 563

1. Comment upon the age that would choose this parlor ballad as the choicest selection of its time.

2. Is the writer of this piece sad, or happy? Or both?

3. Contrast this song with the popular song of to-day. Does the contrast make you proud of the taste of your own age?

Phœbe Cary

Nearer Home (I) 564

1. What aspect of Miss Cary's religion is revealed in this lyric?

2. Comment upon the imagery.

3. Account for the firm place the poem holds in the hearts of Christians everywhere.

Stephen Collins Foster

The Old Folks at Home (I, II) 564

1. What justification can you find for calling this "the chief American folk-song"?

2. Just what is its appeal? Compare the appeal with that in "Home, Sweet Home."

3. What advantage is there in the use of dialect?

My Old Kentucky Home Good Night (I, II) 565

1. To what extent do you think the music of this song is responsible for its popularity?

2. Is the song unnecessarily sentimental?

3. Point out the most attractive or the most effective pictures.

Lucy Larcom

Hannah Binding Shoes 565

1. Fill in the details, and tell in full the story of this tragedy.

2. Is Ben Hannah's husband or her betrothed lover? Is it more romantic this way?

3. Would such a poem be as much appreciated to-day as in Miss Larcom's time?

A Loyal Woman's No (I) 566

1. What do you find, upon close scrutiny, was wrong with Miss Larcom's lover?

2. Is her answer concrete? Clear? Definite? Final?

3. Judging that at least the emotion of this piece is autobiographical, would you say that Miss Larcom at thirty-seven possesses a winsome personality?

Guy Humphries McMaster

Carmen Bellicosum (I) 567

1. By what means does the poet give vividness and reality to this battle description?

2. Read the poem aloud. Can you see why it has so long been a favorite for platform delivery?

3. What use is made of onomatopœia?

Thomas à Becket

Columbia, the Gem of the Ocean (I) 567

1. Do you consider the words, or the music, of this lyric chiefly responsible for its popularity to-day?

2. Point out examples of truly poetic expression. Point out examples of fustian. Which kind predominates?

REVIEW TOPICS AND PROBLEMS

THE NEW ENGLAND PERIOD, 1830–1860

1. Contrast the general characteristics of the New England Period with those of the preceding period. What changes do you find in subject matter? Literary forms? Purpose in writing? Attitude toward life?

2. List these authors according to the parts of the country they represent. Explain, if you can, the dominance of New England.

3. Note that by this time the crudeness of the early writers has been replaced by a polish and literary finish that would not reflect discredit upon the able English writers. A study of the changes in educational methods and the development of higher institutions of learning would help to explain the change that has come to American literature.

4. Review briefly the selections from Emerson. What was his message to America? To the world? Account for the high degree of respect he commands throughout the civilized world. Do you find evidence anywhere that his influence, like that of his British friend Carlyle, is waning?

5. Review the selections from Hawthorne. What qualities of his style give him the dominant place he holds to-day? With what kind of writing is he most successful? What contribution did he make to the development of the short story? To the development of literary style in America?

6. Reread the poems of Longfellow. What are the outstanding traits of his poetry? What qualities make him America's best known and best loved poet? Would you call him a great thinker? An original writer? What kind of message does he give his readers? What, in your judgment, will be considered his greatest contribution to American literature?

7. Reread the poems of Whittier. What characteristics of Whittier are in contrast to those of Longfellow? What is the source of most of Whittier's poems? What is his attitude toward life? What set of impressions does he leave with the reader of his poems? For what pieces of work do you think he will be longest remembered?

8. Review the selections from Holmes. Does Holmes' chief power lie in his thought? Style? Humor? Give proofs. Is he most effective in prose or in verse? Account for the remarkable popularity of the "Autocrat" series.

9. Judging from the selections of Edgar Allan Poe, what are his chief elements of strength? Show why he is called "the father of the short story." Cite examples of remarkable rhythmic effects in his poetry. Point out the

narrow range of his topics. Show how he has, by his own skill, enriched American prose.

10. For what kind of work will Thoreau be longest remembered? What original ideas, or method, did he introduce into American literature? What are the chief characteristics of his style?

11. Review the selections from James Russell Lowell. What was the nature of his chief contribution to American letters? Tell of his work as an editor and critic. As a poet. As an essayist. As a diplomat. As a reformer. What use did he make of dialect? What are his strongest points?

12. What contributions to historical literature were made during this period?

13. What influence did Mrs. Stowe have upon her times?

14. What phase of life was presented by Donald Grant Mitchell?

15. Pick out the best religious lyrics of the period. What was the nature of the thoughts or emotions presented?

16. What selections of this group are closely related to events of American history?

17. Review briefly the chief accomplishments in America aside from the production of literature.

18. With these years, 1830–1860, associate some of the chief productions of English literature. Lamb, DeQuincey, Carlyle, Macaulay, Mrs. Browning, Tennyson, Browning, Dickens, Thackeray, Eliot, Ruskin, and Darwin were among the leading names of the period.

AMERICAN LITERATURE BY TYPES

THE NEW ENGLAND PERIOD, 1830–1860

EPIC, OR OBJECTIVE POETRY

The Epic Proper

From *The Song of Hiawatha,* Longfellow (the nearest approach to an American epic) 364

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Point out true epic traits in Hiawatha. Show that these are lacking in such productions as Barlow's *Columbiad.*

2. Make a study of the meters used in at least two or three of the world's greatest epics. Show that the meter of this poem is as well adapted to its spirit as the meters of the other epics are to theirs.

The Ballad

The Wreck of the Hesperus, Longfellow 357
The Village Blacksmith, Longfellow 358
Paul Revere's Ride, Longfellow 378
Maud Muller, Whittier 385
Skipper Ireson's Ride, Whittier 387
The Deacon's Masterpiece, Holmes 416
The Courtin', Lowell 503
Hannah Binding Shoes, Larcom 565

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. With the early English ballads (true folk productions) compare the one of this group which is the closest imitation, *The Wreck of the Hesperus.*

2. Note that *Skipper Ireson's Ride,* though not written in regular ballad form, is true folk material.

3. What seems to be the chief source of interest in the ballad as a type? Note the simplicity and the popular appeal in all of these examples.

4. Which of these would you classify as tragedy? As comedy?

The Longer Narrative Poem

From *The Courtship of Miles Standish,* Longfellow 375
Snow-Bound, Whittier 392

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Compare the work of the highly educated poet, Longfellow, with that of the meagerly educated poet, Whittier. What can you say of the imagination shown? Skill in expression? Heart appeal?
2. What qualities are responsible for the success of each poem?

The Descriptive Poem

The Snow-Storm, Emerson 293
Mountain Pictures, Whittier 389
Sunthin' in the Pastoral Line, Lowell 517

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Point out the most vivid and impressive picture in each of the three poems.
2. Show that each of the poets reveals his personality in his poem.
3. How do the selections differ as to plan? Purpose?

The Satiric Poem

Ichabod, Whittier 384
What Mr. Robinson Thinks, Lowell 501
Mason and Slidell, Lowell 511
Jonathan to John, Lowell 515

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Study carefully the satire as a literary form. Is Ichabod a true satire? Explain.
2. Show that satire gives Lowell certain advantages that no other form could offer.
3. What is there about Lowell's satire that gives it its wonderful effectiveness?
4. Note that *Jonathan to John,* written in 1862, is the last entry of this type in "Century Readings." Is there any significance in this fact?

LYRIC, OR SUBJECTIVE POETRY

The Martial and Patriotic Lyric

Concord Hymn, Emerson 283

The Kansas Immigrants, Whittier 384
The Battle Autumn of 1862, Whittier 390
Laus Deo, Whittier 391
Old Ironsides, Holmes 396
A Loyal Woman's No, Larcom 566
Carmen Bellicosum, McMaster 567

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What emotional appeal is common to all the poems of this group?
2. Point out the specific occasions for which five of these lyrics were written. Show the fitness of each of these poems to its occasion.
3. Cite three or four of the best known passages from this group.
4. Which poems of this group would you give highest rank? Which ones are largely rhetorical?

The Convivial Song

Come! Fill a Fresh Bumper, Holmes 414

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. How well does this poem fit into the type of convivial poetry? Can a satire be a true example of this type? Reasons.
2. For what specific purpose does Holmes use this form?

The Love Song

Serenade, Longfellow 359

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Just what are the characteristics of the serenade as a literary form? Show that Longfellow, the poet of the night, is peculiarly fitted to make use of this type.

The Song of Sentiment and Longing

Ben Bolt, English 563
The Old Folks at Home, Foster 564
My Old Kentucky Home, Foster 565

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Would you say that *Ben Bolt* is based upon sentiment, or sentimentalism?
2. Why have the other two songs retained their popularity while *Ben Bolt* is almost forgotten? May it be because of their better musical settings?

The Hymn or Religious Song

The Eternal Goodness, Whittier 391
The Hymn of Trust, Holmes 418
When Winds Are Raging, Stowe 457
Still, Still with Thee, Stowe 457
Paradisi Gloria, Parsons 563
Nearer Home, Cary 564

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What is the emotional appeal in all of these poems?

2. Is there any one of the group that you could call denominational? Do you think any of the greatest hymns ever are?

3. Which of the selections do you think presents the highest religious ideals? Which has the greatest literary merit?

The Patriotic Song, or National Hymn

Columbia, the Gem of the Ocean, à Becket 567

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. How well does this poem meet the requirements of a National Hymn? Compare it in value with *America,* and *The Star-Spangled Banner.* Does the music to which this poem has been set prevent it from being widely used?

The Elegy, and Elegiac Verse

Absalom, Willis 337
Telling the Bees, Whittier 388
Lenore, Poe 422
To Helen, Poe 423
To One in Paradise, Poe 423
To Annabel Lee, Poe 448
Dirge, Parsons 563

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Which of these poems fit most nearly into the type of pure elegy? Explain.

2. Contrast the sincerity of emotion of *Telling the Bees* with that of *Absalom.*

3. What qualities of Poe's verse give him the high rank he holds in this field?

4. Pick out some of the most beautiful "images" or pictures from this group. Some of the finest passages.

5. Account, if you can, for the hold elegiac verse has upon the hearts of the people. *Gray's Elegy* is commonly called the best loved poem in the English language.

The Nature Lyric

The Rhodora, Emerson 282
The Humble-Bee, Emerson 282
The Huskers, Whittier 382
To the Dandelion, Lowell 500

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Which of these are nature lyrics pure and simple? Which have their chief interest in human nature?

2. What moods are presented? What emotions?

3. Compare the method of Emerson, in *The Rhodora,* with that of Lowell, in *To the Dandelion.*

The Reflective and Moralizing Lyric

Each and All, Emerson 281
Politics, Emerson 294
Forbearance, Emerson 306
Brahma, Emerson 306
Unseen Spirits, Willis 342
A Psalm of Life, Longfellow 356
The Beleaguered City, Longfellow 357
The Belfry of Bruges, Longfellow 360
Resignation, Longfellow 361
The Moral Warfare, Whittier 381
The Last Leaf, Holmes 397
The Chambered Nautilus, Holmes 414
The Living Temple, Holmes 415
The Voiceless, Holmes 417
The Haunted Palace, Poe 428
Orphics, Thoreau 482
On a Bust of Dante, Parsons 562

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. In this group you will find many of the best loved poems of American literature. What are the qualities of these poems that make them appeal to the human heart?

2. Cite lines or stanzas that are known in every American household.

3. What is the theme of each of these poems?
4. Pick out five of the finest figures.

The Ode

The Commemoration Ode, Lowell 518

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Study again the ode as a type, and note that Lowell has followed very closely the characteristics of the classical form.

2. Show that Lowell's material was particularly well suited to treatment in this stately and difficult form.

The Sonnet

Divina Commedia (five sonnets), Longfellow 379

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Note that each sonnet deals with a single emotion, and with a single idea. From a study of the first of these show just what use Longfellow makes of the octave and of the sestet. How does the rhyme scheme hold the different parts together?

Vers de Société

The White Chip Hat, Willis 341
To Helen in a Huff, Willis 341
Beware, Longfellow 359
My Aunt, Holmes 397
Album Verses, Holmes 403
Latter-Day Warnings, Holmes 406
Quakerdom, Halpine 560
The Mourner à la Mode, Saxe 561
A Charming Woman, Saxe 562

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. From a study of these selections show that *vers de société* can never be poetry of the highest order. What is its real purpose?

2. State in single sentences, the themes of five of these poems.

3. Which of the group is best known, or best worth knowing?

The Personal and Autobiographic Lyric

Terminus, Emerson 309

Hymn to the Night, Longfellow 356
Footsteps of Angels, Longfellow 356
The Rainy Day, Longfellow 359
The Day is Done, Longfellow 360
My Lost Youth, Longfellow 363
Proem, Whittier 382
The Barefoot Boy, Whittier 386
Israfel, Poe 422
The Raven, Poe 444
Ulalume, Poe 446
Sympathy, Thoreau 480
Sic Vita, Thoreau 481
A Prayer, Thoreau 481
Independence, Thoreau 482

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. In this group are many more of the most popular American lyrics. What is there in the nature of this type that gives the poems their heart interest?

2. Make a brief list of the different emotions to which appeals are made.

3. Assuming that *My Lost Youth* and *The Barefoot Boy* are autobiographical, compare the childhood of Longfellow with that of Whittier.

4. Make a brief list of the best known lines or stanzas.

5. Point out passages of the highest poetic force.

The Humorous Lyric

This Is It, Holmes 413
Come, Fill a Fresh Bumper, Holmes 414

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Just what use does Holmes make of verse form in each of these selections? Would the material be more effective, or less, in prose?

Didactic Poetry

The Problem, Emerson 293

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Note that this is essay material. What, if anything, does Emerson gain by the use of verse?

2. What is the nature of the "teaching" in this poem?

THE ESSAY

The Formal Essay

The American Scholar, Emerson 283
Self-Reliance, Emerson 294
Views of Divine Government, Stowe 458
Conclusion, Thoreau 493

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Note that these are the only examples of the formal essay in "Century Readings." Are you ready to conclude that this type flourished only during the middle of the past century?

2. Contrast the style and material of these essays with those of the familiar essays, such as, for example, Franklin's *The Way to Wealth,* page 126.

3. Is the appeal in the formal essay to the intellect, or to the emotions? Can you find in your answer to the preceding question the reason the formal essay has never achieved a wide popularity?

The Familiar Essay

Letters from under a Bridge, Willis 339
The Autocrat of the Breakfast Table, Holmes 398
The Brahmin Caste of New England, Holmes 418
Dickens Reading, Curtis 550
The Lecture Lyceum, Curtis 558

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. From a study of these essays draw your conclusions as to the qualities of mind necessary for the successful writer of this literary form.

2. How does the writer secure the feeling of personal contact with his readers?

3. What is the nature of the humor found in these selections? What indication does this give you concerning the degree of intelligence the reader is assumed to possess?

The Nature Study

Higher Laws, Thoreau 482
Brute Neighbors, Thoreau 487

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Analyze one, or both, of these selections, and from your findings, prove Thoreau's special fitness for writing studies of nature.

Literary Criticism

Preface to The House of the Seven Gables, Hawthorne 335
An American Literature, Longfellow 362
Hawthorne's Twice-Told Tales, Poe 441
Review of Whittier's Poems, Lowell 508
Rip Van Winkle, Curtis 553
Ralph Waldo Emerson, Curtis 554

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What are the characteristics of this type of literature? What qualities would you say the successful literary critic must possess?

2. What, usually, is the purpose of a literary criticism? How does the author accomplish it?

3. What is Poe's opinion of Hawthorne? Lowell's opinion of Whittier? Curtis's opinion of Emerson? Would it be fair to call these authors members of a Mutual Admiration Society?

Travel Sketches and Descriptions

Leaves from My Journal, Lowell 504
Social Customs of the Typees, Melville 521

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. To what extent is the personality of the author dominant in this type? Explain.

2. Contrast the atmosphere of Lowell's essay with that of Melville's.

3. In which essay is the human appeal the stronger?

FICTION

The Novel

From *The Partisan,* Simms 343
From *Uncle Tom's Cabin,* Stowe 449

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Compare the descriptions of Simms with those of Mrs. Stowe. The characterizations.

2. Find within these two selections, the reason the one book is the most widely sold novel in America, while the other is forgotten.

The Short Story

Sights from a Steeple, Hawthorne 311
David Swan, Hawthorne 314
The Birthmark, Hawthorne 317

The Great Stone Face, Hawthorne 325
The Fall of the House of Usher, Poe 423
Murders in the Rue Morgue, Poe 432
Eleanora, Poe 438
Reveries of a Bachelor, Mitchell 528

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. In a single sentence for each selection, state the theme of each of five of these stories.

2. Contrast the loosely connected story, *Sights from a Steeple,* with the skilfully constructed, closely knit *Fall of the House of Usher.*

3. Contrast the allegorical story of *David Swan* with the starkly realistic story of the *Rue Morgue.*

4. What place has *Reveries of a Bachelor* in this group?

THE ORATION

Abraham Lincoln, Emerson 306

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Would you classify this oration as formal, or informal? What qualities give it its great power?

HISTORY AND BIOGRAPHY

The Relief of Leyden, Motley 462
The Fire Ships of Antwerp, Motley 466
The Conspiracy of Pontiac, Parkman 538

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Contrast the success of Motley, using foreign material, with that of Parkman, using native material.

2. How successful are these men in making the past "live" before the reader?

THE REPORT AND THE JOURNAL

From *Two Years before the Mast,* Dana 472

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Compare the effectiveness of this selection with that of the preceding selections (from Motley and Parkman). What quality has Dana's writing that the other men lack?

IV

PERIOD OF TRANSITION

1860–1870

PERIOD OF TRANSITION

ABRAHAM LINCOLN

Note. In connection with the study of the writings of Lincoln it would no doubt be well to read, and study, the selection "Lincoln's Fame" by John Hay, page 780. In addition it would be well to read again Emerson's address, page 306.

Farewell Address at Springfield (I, II) 571

1. Tell the story of the giving of this address.
2. In what lies the real greatness of the speech?
3. What light is thrown upon the much discussed subject of Lincoln's religion, or rather lack of religion?

First Inaugural Address (I, II) 571

1. What is Lincoln's attitude toward amendments to the Constitution?
2. What does he say concerning a basis for "the separation of the States"?
3. How does he show his faith in the people?
4. What caution does he give against hasty action in this time of stress?
5. What message does he give his "dissatisfied countrymen"?
6. What is responsible for the wonderful beauty and force of the closing paragraph?

Address at Gettysburg (I, II) 572

1. Under what conditions was this speech made? Find out, if you can, whether it made a profound impression upon the audience.
2. The influence of the Bible upon Lincoln's style has often been pointed out. How does the "Bible language" of this speech add to its dignity and solemnity?
3. What qualities of this speech have enshrined it in the hearts of the American people?

Second Inaugural Address (I, II) 572

1. What reasons does the speaker give for making his address a brief one?
2. Just what is the situation, as he puts it before the people?
3. What is his attitude toward the people of the South?

4. Point out evidences of his familiarity with the Bible. Of his faith in its teachings.

5. Lincoln expressed the belief that this speech would "wear well." What qualities have caused it to do so?

Response to a Serenade (I, II) 573

1. What was the occasion of this address?

2. What, according to the speaker, is the significance of an election during a civil war? What especial good resulted from it?

3. What feeling does Lincoln express toward those who differed with him?

Letter to Mrs. Bixby (I, II) 574

1. Point out the beautiful and comforting expression of thought in this exceedingly difficult form of writing—the letter of condolence.

ULYSSES SIMPSON GRANT

The Mexican War (I) 575

1. With Lincoln's style contrast that of Grant, as shown in this selection. Show that Grant's is well adapted to his purpose.

2. How does the thought of the opening sentence agree with the ideas set forth in Lowell's "Biglow Papers," first series?

3. Show how President Polk sought to juggle officers and commands in order to serve party interests.

4. What were General Worth's qualifications? Disqualifications?

5. What plan for taking the City of Mexico does Grant think would have been better than the one used by General Scott? How does he answer his own argument?

6. How does Grant explain the uniform successes of the American troops?

7. Contrast the American and the Mexican soldiers.

8. What is Grant's opinion of the writers who denied victory to the Union forces in the Civil War?

SONGS AND BALLADS OF THE CIVIL WAR

The Bivouac of the Dead (I, II) 580

1. Show the fitness of this poem to the occasion that called it forth.

2. Show how naturally and appropriately O'Hara, who was himself a colonel in the Mexican War, uses military terms in this memorial poem.

3. Point out the most vivid of the pictures.

My Maryland (I, II) 581

1. What occasion called forth this song? For a full discussion see "The Cambridge History of American Literature," Volume II, pages 295–296.

2. Comment upon the author's statement: "It was not composed in cold blood, but under what may be called a conflagration of the senses, if not an inspiration of the intellect."

3. Do you think it more than a mere coincidence that the Latin slogan quoted in part in line 38 was the one used by Booth when he assassinated Lincoln?

4. To what extent do you think the continued use of such partisan songs as "My Maryland" and "Marching through Georgia" is responsible for keeping alive ill-feeling between the North and the South?

The Picket Guard (I) 582

1. How does the poet succeed in making this commonplace war-time incident appeal to the emotions of the reader?

2. Show the irony in the line, "All quiet along the Potomac to-night."

The Battle Cry of Freedom (I, II) 582

1. What is the purpose of this song? Show how it would accomplish that purpose.

2. Is the sentiment of this song entirely appropriate for use in our public schools to-day? Explain fully. Could you expect Southern children to sing it? Could you expect Northern children to sing the verses of the next song, Pike's "Dixie"?

Dixie (I, II) 583

1. Show how this song would accomplish its purpose.

2. Is the appeal to reason? To love of country? To prejudice?

John Brown (I, II) 583

1. What qualities of this piece would make it "the most popular marching songs of the Union armies"?

2. Show how easily these stanzas may be committed to memory, and how easily new ones may be added.

Battle Hymn of the Republic (I, II) 584

1. During the World War this song was strongly advocated as a National hymn to replace "The Star-Spangled Banner." Although it is altogether unlikely that such a change will ever be made, some points of comparison are interesting. Can the older song be sung by marching soldiers? Can this one? Can "The Star-Spangled Banner" be sung by untrained singers? Can this one? Is the music of "The Star-Spangled Banner" truly American? Of this song? Is there boasting or hatred in this song as in Key's hymn? Compare the ideals of the two songs. Is the material of this

song out of date, as is that of the other? Do you think this material ever will be out of date? Finally, compare the true literary qualities of the two songs.

Three Hundred Thousand More (I) 584

1. What occasion called this song forth?

2. What pictures are preserved of the early days of the War? With these scenes compare those in "Beat! Beat! Drums!" of Walt Whitman, page 593.

Stonewall Jackson's Way (I) 584

1. What, according to this poem, were the leading characteristics of this great Southern general?

2. How does the selection help you to understand how the Southern people idolized him?

Tenting on the Old Camp Ground (I, II) 585

1. Just what is the emotion portrayed in this song?

2. Show that it is particularly adaptable to use in programs dealing with the theme of the Civil War. Note the tableau possibilities. Note also that the music is best rendered by men's voices.

Just before the Battle, Mother (I) 585

1. Point out the emotional setting of the song.

2. Do you think this song would be most appreciated by the soldiers in the field, or by the family at home? Explain.

3. Explain the significance of lines 17–20.

Little Giffen (I) 586

1. Tell the story of "Little Giffen."

2. What glimpses do you get of the life and spirit of the Confederate army?

Marching through Georgia (I, II) 586

1. What important action in the Civil War is here presented?

2. Explain lines 21–22.

3. Note the reference to this expedition in Grady's famous speech, lines 49–58, on page 938a. What is the feeling of this Southern orator two decades after "Sherman's March to the Sea"?

Tramp, Tramp, Tramp! (I, II) 587

1. What phase of soldier life is pictured in this poem?

2. Judging from internal evidence, would you say that the song was written by a soldier in the field, or by a writer at home imagining appropriate emotions for the prisoners of war?

3. Is this song sectional or could it be sung by soldiers on either side? Could the South use lines 9–11? Explain.

Sheridan's Ride (I, II) 587

1. Compare this poem with Browning's "How We Brought the Good News from Ghent to Aix," or with Longfellow's "Paul Revere's Ride."
2. Point out dramatic elements in the poem.
3. Give a characterization of Sheridan as he is here portrayed.
4. Cite examples in the poem of the suiting of the sounds to the thought presented. Note in particular the effect, when read aloud, of lines 24–27.

When Johnny Comes Marching Home (I) 588

1. Just what is the tone of this song? Show that it is different from all the preceding ones.
2. What pictures do you get of the return of the Union soldier in 1865?
3. With this happy picture contrast the picture of the return of the Confederate soldier as given by Henry Woodfin Grady, line 26, page 937b, to line 48, page 938a.

The Conquered Banner (I) 588

1. How does this poem complement the familiar poems and songs of Northern patriotism?
2. Just what is the emotion presented? How well does it represent the feelings of the Southern people?
3. Is there any expression or word in the poem that could offend the most radical partisan of either side of the struggle?

The Blue and the Gray (I, II) 589

1. Upon what incident was this poem based?
2. Explain the wonderful effectiveness of the appeal in the poem.
3. Study the poem carefully and then give your judgment concerning the interpretation of the poem sometimes advanced, that it is partisan, and very carefully portrays and emphasizes the glorious victory of the North and the humiliating defeat of the South.
4. Just what is the purpose of the writer?

WALT WHITMAN

BIOGRAPHY AND CRITICISM 590

Note. For a good criticism of the writings of Whitman and of his sincere, true, and understanding treatment of Nature, study the selection from Burroughs, page 753.

1. To what period of the nineteenth century does Whitman really belong?
2. Name some of Whitman's different occupations. How may his diversity of experiences have influenced his writing?

3. What reception did "Leaves of Grass" have?
4. What experiences did the Civil War give him?
5. Contrast the two periods of his life.
6. Just what is Whitman's type of Americanism? Would you say that it is accepted to-day?

Europe (I) 590

1. What is the historical setting of this poem?
2. Trace, through the poem, Whitman's sympathy with, and love for, the common people, and his hatred of monarchy.
3. Would you call lines 23–24 poetic? Why does the poet introduce such pictures?
4. What is the point in the four lines following these?
5. Show in lines 34–36 Whitman's faith in the ultimate triumph of democracy.
6. Comment upon the effectiveness of the selection as a whole. Would the use of conventional verse form give it greater or less strength? Defend your position.

France (I) 591

1. Show Whitman's fellow-feeling with the common people in the French Revolution.
2. What does the poet mean by the following expressions: "that long-accrued retribution" and "demanding full arrears of vengeance"?

Mannahatta (I, II) 592

1. Judging from this poem what would you say is the basis of Whitman's love for the city?
2. What does he admire in the mechanics?
3. How does he characterize New York's million people?
4. It is sometimes said that, though many poets have written in praise of pastoral life, and of life in the village, no poet has yet arisen to sing the song of the city. Is this poem itself a denial of that statement?

Beat! Beat! Drums! (I) 593

1. How is the emotional tenseness of the early days of the War shown in this selection?
2. Show the appropriateness of the verse form to the material.
3. Whitman is commonly thought to be too difficult for the average reader to understand and appreciate. Is this true of "Beat! Beat! Drums!"?

Come up from the Fields, Father (I, II) 593

1. Tell the story here given.
2. How nearly universal is the appeal? Or, to put the question another

way, were the details of this story duplicated in nearly every neighborhood of the North and South?

3. Show how the great, sympathetic heart of the poet is revealed in this poem.

O Captain! My Captain! (I, II) 594

1. Show the appropriateness of the figure used in this poem.

2. Account for its great popularity.

3. Does the regular verse form, which the poet here chooses to employ, seem better fitted to this theme than to the others of Whitman? Explain. Give your judgment concerning his command over the conventional verse form with rhyme and meter.

When Lilacs Last in the Dooryard Bloom'd (I, II) 595

1. Since this poem is, in the judgment of the ablest critics, the greatest piece called forth by the Civil War, it is worth careful attention. Swinburne calls it "the most sonorous nocturne yet chanted in the church of the world." Study it in detail to determine, if you can, the secret of its power.

2. Show how the poet has developed his threefold motif—"Lilac and star and bird twined with the chant of my soul."

3. What is the thought of Part 2?

4. What is Whitman telling us in lines 23–25?

5. What pictures does the poet give us of the grief of America as Lincoln's funeral train passed through the States?

6. What pictures does Whitman give

"To adorn the burial-house of him I love"?

7. What is the substance of the poet's apostrophe to Death? Show its appropriateness as here used.

8. What is the purpose in introducing the vision of War, in Part 15?

*9. The four great threnodies in English literature are: Milton's "Lycidas," Shelley's "Adonais," Tennyson's "In Memoriam," and Arnold's "Thyrsis." In connection with these study this one of Whitman's. Are you ready to propose it as a fifth in the English language, on equal terms with the others?

Pioneers! O Pioneers! (I) 599

1. In this poem point out Whitman's love for America.

2. His love for the common people.

3. What characteristics does he give the pioneers? Show that he understands them and their problems.

4. Is the poem realistic or idealistic?

*5. Show that in literature Whitman was himself a pioneer and that most of the qualities here praised he himself possessed.

When I heard the Learn'd Astronomer 602

1. Just what is the point Whitman makes in this poem? Has it your approval?

O Star of France (I) 602

1. What was the situation in France at the time this poem was written?
2. What seems to be the reason for Whitman's deep interest in France, and in her troubles?
3. What prophecy does he make for the star of France?

A Noiseless Patient Spider (I) 603

1. What symbolism does the poet see in the action of the spider?

Darest Thou Now, O Soul 603

1. Show Whitman's independence of thought in this poem.
2. What elements of mysticism do you find?

Thou Mother with Thy Equal Brood (I) 603

1. How does the poet address America? What is to be the purpose of his song?
2. Show Whitman's independence of thought as set forth in lines 18–26.
3. What task is ahead of America, "Brain of the New World"?
4. What is the thought in the section beginning, "Sail, sail thy best, ship of Democracy"?
5. What does the writer say of tolerance in America?
6. What difficulties and dangers does Whitman see ahead for America? To what extent have the years since that time justified these warnings?
7. In the final prophecy, show Whitman's triumphant faith in the future of our country.

Democratic Vistas (I) 606

1. What is the central theme running through this essay?
2. Show that the message is much the same as that of Emerson in "The American Scholar."
3. What does Dr. Pattee mean in his comment on this selection: "It was our last declaration of literary independence"?
4. To whom is the essay addressed?
5. In the second paragraph the author sets forth his thesis. Just what is it?
6. Comment upon the truth of the statement: "View'd, to-day, from a point of view sufficiently overarching, the problem of humanity all over the civilized world is social and religious, and is to be firmly met and treated by literature."
7. Explain the following statement: "Immortal Judah lives, and Greece immortal lives, in a couple of poems."

8. How does Whitman answer the argument that "common and general worldly prosperity . . . is enough"?

9. Give the thought of lines 29–35, page 609a. With it compare the advice given by Mohammed: "If thou hast a loaf of bread, sell half and buy the flowers of the narcissus; for bread nourisheth the body, but the flowers of the narcissus the soul."

10. What point does Whitman make in saying: "Literature, strictly consider'd, has never recognized the People, and, whatever may be said, does not to-day"? Do you accept the truth of this statment?

11. What does the author say of Shakespeare's works? When you studied Shakespeare were you taught anything similar to this? Explain.

12. Why does Whitman dislike the word "lady"?

13. What does Whitman mean by saying: "America has yet morally and artistically created nothing"? Does he prove his point?

14. What is his idea of "Culture"?

15. How does Whitman answer the argument that, since America is using more printer's type, more presses than any other country, our literature is wholly satisfactory?

16. Paraphrase the apostrophe beginning: "Ye powerful and resplendent ones!"

17. What quality in novels brings "success (so-called)"? Has the situation wholly or only partially changed since the writing of this essay?

18. What is Whitman's judgment concerning drama in the United States?

19. What sources of material and what themes does the author suggest for future great poems of America?

20. What does he have to say concerning "faith . . . now scared away by science"?

21. After studying carefully Whitman's ideas, as set forth in this essay, do you find yourself in active, vital sympathy with them, or do you think them merely pleasing theories worth a smile and nod of approval as you pass on to matters that interest you much more?

*22. Contrast, or reconcile if you can, these arguments of Whitman with those of Longfellow, pages 362–363. Show how the difference in training and personality of the two men is clearly reflected in the stands they take.

To The Man-of-War-Bird 614

1. What is the poet's feeling toward the bird?

2. Is the poet interested primarily in the bird itself or in what it suggests to him?

3. Would you call this a pure nature poem or something else?

Prayer of Columbus (I, II) 615

1. What period and what conditions of Columbus' life are here pictured?

2. What are the emotions of Columbus?

3. What, during his whole troubled life, has been his attitude toward God? How does he still express his abiding faith in Him?

4. What prophetic vision do you find in the closing stanza? Has it proved a true one?

5. What autobiographical elements can you find in the poem?

Patroling Barnegat 616

1. What aspect of the ocean is here presented?

2. Is the material such as could be expressed in a painting? Proofs.

3. This poem has fourteen lines. How nearly does it meet the other requirements of a sonnet?

Good-By My Fancy 616

1. What is the poet's feeling as he takes leave of his fancy?

2. What is his attitude toward death?

3. What possibilities does he see in the next world?

4. With this selection compare, or contrast, the poem that always ends a collection of Tennyson's works, "Crossing the Bar." Show that each is representative of its author.

GENERAL QUESTIONS (I, II)

1. "Whitman is the only poet of the War period who is free from partisanship." Look through the War poems of Whitman given in this collection and verify or refute this statement.

*2. Make a study of the aims and standards of free verse, and by these test the verse of Whitman. (You will find these fully and clearly presented in Amy Lowell's "Tendencies in Modern American Poetry.") More nearly than any other writer, Whitman originated this much-discussed, little-understood form of poetry. Does it seem particularly well adapted to his ideas and his personality?

3. Since Whitman's theory and practice in writing have been the subject of so much discussion and criticism, it is interesting to study his own statement, or rather the advice which, in his notes, he gives himself. "Make no quotations and no reference to any other writers. Lumber the writing with nothing—let it go as lightly as the bird flies in the air or a fish swims in the sea. Avoid all poetical similes; be faithful to the perfect likelihoods of nature—healthy, exact, simple, disdaining ornaments. Do not go into criticisms or arguments at all; make full-blooded, rich, flush, natural works. Insert natural things, indestructibles, idioms, characteristics, rivers, states, persons, &c. Be full of *strong, sensual germs.*" How well do these suggestions, originally intended for the writing of "Leaves of Grass," apply to all of Whitman you have read?

4. Probably the most quoted line of Whitman's, and, in the case of many

persons, the only one by which he is known, is from part 52 of his "Song of Myself——"

"I sound my barbaric yawp over the roofs of the world."

Judging by what you know of Whitman, would you admit that he has, in this line, characterized himself and his writings? Now, while you are thinking of it, prepare your answer to the next person who is ready to dismiss Whitman by quoting this line.

5. The matter of ranking Whitman presents an unusual situation. In Europe Whitman is commonly thought of as the greatest poet America has produced, while in America he is much less appreciated; in fact, among the masses he is unknown. Suggest an explanation of this anomaly, and, if you wish, a remedy.

EDWARD EVERETT HALE

BIOGRAPHY AND CRITICISM 618

1. Mention some of the various activities of Mr. Hale. Do you think any person with such a wide list of interests could attain first place in any one of them?

2. By what work of his is he chiefly remembered to-day?

My Double, and How He Undid Me (I) 618

1. What is the theme of this story? Point out the vein of satire running through the narrative.

2. Is the story constructed with a closely knit plot, like those of Poe, or is it a rambling tale with a loose plot, like many of Irving's?

3. What, according to the author, is the purpose in writing the story?

4. What satire do you find in the assumption that one can get along very well in society using no more than four stereotyped expressions? How much truth is there in this postulate?

5. Point out at least three or four examples of satire on modern society—satire which the author develops through the use of his "double."

6. Name some of the very real advantages gained by means of this artifice.

7. Narrate the events leading up to and including the climax of the story.

8. What, in the story, do you find most interesting? Comment upon the success of the work as a whole.

THOMAS WENTWORTH HIGGINSON

BIOGRAPHY AND CRITICISM 627

1. How is the work of Higginson linked with that of Thoreau?

My Out-Door Study 627

1. Compare this selection with a chapter from Thoreau's "Walden." Does Higginson seem to have the same sympathy with, and deep love for, nature that Thoreau had, or does he merely use nature as a subject for literary musings? Give proofs for the stand you take.

2. Just what kind of summer day does the author describe? Is the description appealing?

3. What point does the author make in saying: "Sad or sinful is the life of that man who finds not the heavens bluer and the waves more musical in maturity than in childhood"?

4. According to this writer, what is it "the American temperament needs at this moment"?

5. Explain the statement: "Nature is not didactic, but simply healthy."

6. With the thought in lines 17 ff., page 629a, compare the closing sentence of Bryant's "A Forest Hymn," page 258.

7. What does the author say of the richness of Europe in literary background?

8. What does he mean by saying: "Art may either rest upon other Art, or it may rest upon the original foundation"?

9. Comment upon the effectiveness of the closing paragraph?

10. In this essay the author's purpose seems to be very clear. How fully has he accomplished that purpose?

BAYARD TAYLOR

BIOGRAPHY AND CRITICISM 635

1. Tell of Taylor's early surroundings.

2. What was the material of "Views Afoot"? What place had travel in Taylor's life?

3. What different kinds of writing did he do?

4. What was his greatest ambition? Did he attain it?

L'Envoi (I) 635

1. Show the fitness of this poem for its place at the close of a volume of "Poems of the Orient."

2. What is the author's feeling for the Orient?

3. Give the thought expressed in stanzas 5–6.

The National Ode (I) 636

1. Give the historical setting for the delivery of this ode.

2. Would you classify this as a "speech of special occasion"? Explain.

3. Is the material conventional or is it wholly original in thought and treatment? Proofs.

4. What noble qualities does the poet attribute to America?

5. What has he to say of the various races that have gone into the making of the American populace?

6. What prophecy does Taylor utter concerning the future of America?

ROSE TERRY COOKE

Too Late (I) 640

1. Study the requirements of the short story—a single predominant character, a single predominant incident, atmosphere, plot, and the others—and determine how well this short story meets them.

2. What can you say of the author's power of creating suspense?

3. Of her power over characterization?

4. To what extent was the tragedy the result of New England environment and habits of thought and action?

5. To what extent is this a story of local color? Could the events have taken place outside New England?

6. Do you think the character of Hannah true to life, or is it overdrawn?

7. What part is played by Moll Thunder?

8. Is the description of the country store true "to the life"?

9. Comment upon the author's description of the coming of spring in New England.

10. Show Mrs. Cooke's skill in handling the dramatic incident of the letter. What would have been the effect if she had given it in full at the time of Hannah's receiving it?

11. What picture is given of church services in New England?

12. Is the ending the one you expected? Is it satisfactory? Inevitable?

13. Is the title a well chosen one? Does it "give away" the plot?

FITZ JAMES O'BRIEN

BIOGRAPHY AND CRITICISM 651

1. How does the biography of O'Brien help the reader to understand his writings?

2. What, in general, is the nature of his short stories?

On the Passaic 651

1. Is this a poem of nature, in the commonly accepted usage, or a poem of human nature?

2. Just what are the poet's emotions? Do they appeal to the reader?

The Diamond Lens (I, II) 651

1. Point out some elements in this story which are similar to those employed by Poe.

2. What is the purpose of the rather lengthy introduction concerning the passionate interest in miscroscopes? Does the reader share any of this enthusiasm?

3. Just what part does Madame Vulpes play in the story?

4. Comment upon the effectiveness of the description of the seance.

5. Is the story of the murder revolting, or do you think of it as merely a device of the author to lead up to the grand climax of the story?

6. Compare, if you can, this heroine of romance with any other of which you have read.

7. Explain the statement: "The planet Neptune was not more distant from me than she."

8. Judging from all you have ever seen, heard, or read, was mortal man ever in such a hopeless situation as the discoverer of this "Princess Far-Away"? Was it enough to drive a sane man mad?

9. This story made the author famous. Would you expect him to be able to pour forth a succession of such stories, or must this remain the only one of its kind?

HENRY TIMROD

BIOGRAPHY AND CRITICISM 664

1. What were Timrod's real tastes in poetry; or, with what kind of poetry was he most successful?

2. What was his reaction to the Civil War?

3. What would you expect his feeling to be toward the song, "Marching through Georgia"?

Serenade (I) 664

1. What emotion is here expressed?

2. Is there anything in the poem more than prettiness and sentiment? Should there be, in a serenade?

Spring 664

1. Is there anything unusual in the description of spring, or is it merely a formal presentation of the usual pictures with the customary, appropriate emotions?

2. Show the conflicting emotions called forth by spring and by the War.

3. If this poem is representative of the Southern people, what would you say was their feeling in the early days of the struggle?

A Cry to Arms (I) 665

1. Is there any doubt as to the sincerity of the writer of this poem?
2. Is the dignity of expression equal to the subject throughout the lyric?
3. What appeals does Timrod make for defenders of the South?

The Cotton Boll (I) 666

1. This is one of the very earliest poems of Southern local color. What use does the poet make of details that are distinctly of the South?
2. Note the especial beauty of the description of the cottonfields, lines 38–55. What makes the picture appealing?
3. Explain the "curious ointment" figure. Is it a good one as here used?
4. Point out evidences of the poet's intense love of the South.
5. Note in the closing lines (160 ff.) the confidence of the South in ultimate victory. What is your feeling as you read these lines to-day?

Ode (I, II) 667

1. What is the feeling of the poet at the close of the War?
2. Show that the simplicity of the poem is fitting to the occasion.
3. Professor Mims says of this ode: "It is the last word to be said of those who died and of those who would honor their memory." Comment.

PAUL HAMILTON HAYNE

BIOGRAPHY AND CRITICISM 668

1. What can you say of the Hayne family in the South?
2. What was the position of Charleston as a literary center?
3. What was Hayne's connection with the War?

Forgotten (I) 668

1. What is the significance of the title?
2. How does the poet make his appeal affective in lines 37–42?
3. What is the emotion expressed in the final stanza?

Under the Pine 669

1. What qualities does Hayne ascribe to his brother-poet Timrod?
2. What poetic—what symbolic—use does the poet make of the pine?
3. Judging from what you know of threnodies, give your estimate of the merit of this one.

Midsummer in the South (I) 670

1. What pictures are given of the skies?
2. Of the uplands?
3. Of the sunsets?

4. Is there in this verse the feeling of a true poet? Grace of expression? Beauty?

5. What impression remains after the reading of the poem?

Sweetheart, Good-Bye! 670

1. What emotion is given expression in this poem?

2. Does the writer seem to be following Poe's dictum that good poetry should be tinged with sadness?

The Mocking-Bird (I) 671

1. Give the setting of this poem. Show that it forms an appropriate background for the central theme.

2. How does the poet describe the mocking-bird?

3. What was the effect of its presence? Does the reader share the feelings of the poet?

Laocoon 671

1. What is the story upon which this sonnet is based?

2. How does the poet work out his theme?

A Little While I Fain Would Linger Yet 671

1. What is the thought in this poem?

2. To what extent does the poem seem to be autobiographical?

HELEN HUNT JACKSON

BIOGRAPHY AND CRITICISM 673

1. Trace briefly the incidents of the three periods of Mrs. Jackson's life.

2. What was the purpose of "Ramona"? Did the book equal its prototype? Give your own reasons.

3. In what kind of writing is Mrs. Jackson most successful?

The Señora Moreno (I) 673

1. How well has the author succeeded in establishing "atmosphere" in this selection?

2. Give your opinion of the value of this Spanish-Mexican material for novel writing.

3. What romantic elements do you find in this description?

4. Reproduce the picture of Señora Moreno's home.

5. What pictures of domestic life are presented? Of religious worship?

6. Give a careful characterization of Señora Moreno.

7. What was the cause of her undying hatred of all Americans? Was she justified in her bitterness?

8. What change in Señora Moreno was wrought by the death of the General?

EDMUND CLARENCE STEDMAN

BIOGRAPHY AND CRITICISM 680

1. What glimpses are given into the early life and character of Stedman?
2. What was his life's work?
3. What was his attitude toward literature?
4. What is his rank as a critic?

Wanted—a Man (I) 680

1. What was the nation's need for "a MAN"?
2. Just what kind of MAN must he be, and what must he be able to do?
3. Do you think that Lincoln, at the time of his greatest difficulties, received from this poem a new idea; or may it be possible that the same thought had previously entered his mind?
4. In this connection it may be interesting to compare the enthusiasm with which, in a time of storm at sea, the Captain of a ship welcomes suggestions and advice from the passengers.

'The Undiscovered Country' (I) 681

1. What aspect of death does the poet present?
2. What use was made of the poem in Stedman's own family?

Edgar Allan Poe (I, II) 681

1. How nearly does this essay fit your own conception of the powers of Poe?
2. Is the author sympathetic toward the poet?
3. What does he say concerning the greatness of Poe's misfortunes?
4. What is meant by following one's market? Two interpretations are possible. Do both fit in this case?
5. Explain Poe's statement: "With me poetry has been not a purpose but a passion, and the passions should be held in reverence."
6. What is Stedman's opinion of the lyric, "To Helen"?
7. Do you agree with his judgment of "The Raven"?
8. What did Poe appropriate, in the writing of this poem, from Mrs. Browning's poem?
9. What does Stedman mean by saying of "Ulalume": "To me it seems an improvisation"?
10. Is the author uncomplimentary when he says of Poe: "Sound was always his *forte*"?

11. Discuss the statement: "Poe was not a single-poem poet, but the poet of a single mood."

12. How did he make a study of his characters? Was his way a good one?

13. How does Poe deserve to rank as a critic? What were his weaknesses? His strong points?

14. What is to be said of Poe's humor?

15. Was he a man of extraordinary learning?

16. What use did he make of the scenery of the South, and of England?

17. What, according to Stedman, was Poe's supreme faculty? Prove or refute the truth of this opinion.

18. What is the value of a critical essay such as this? Judging from this essay would you say that the ability to criticize the work of others intelligently and justly is as great and as useful a faculty as the ability to create literature of one's own?

THOMAS BAILEY ALDRICH

BIOGRAPHY AND CRITICISM 693

1. What book of Aldrich's is autobiographical?
2. What work did he do as editor?
3. What is his contribution to American poetry?

Sleep 693

1. What mood is expressed in this sonnet?
2. Explain the last line.

Nocturne (I) 693

1. What is the significance of the title?
2. Comment upon the grace and finish of these verses.
3. What lesson does the poet hint at in lines 15–16?
4. Aldrich once called Herrick "a great little poet." Could you apply that phrase to the writer of "Nocturne"?

On Lynn Terrace (I, II) 694

1. What are the surroundings that bring up the day dreams of the poet?
2. Are the pictures clear? Does each give one definite impression? Could they be made over into a series of paintings?

*3. With these pictures compare the series of pictures in Tennyson's "Palace of Art."

4. Find if you can a word to replace "petulant" in line 46. Can you improve upon Aldrich's choice?

Père Antoine's Date-Palm (I) 694

1. Show the appropriateness of the setting of the story.

2. How well does the author succeed in idealizing Anglice and "little Anglice"?

* 3. Compare the *motif* of a tree growing from a grave, with the common one of the early English ballads, such, for example, as is found at the close of "The Douglas Tragedy."

4. Do you agree with Mrs. Hawthorne's comment on this story?

CELIA LEIGHTON THAXTER

BIOGRAPHY AND CRITICISM 698

1. Why are Mrs. Thaxter's best poems those of the sea?

Land-Locked 698

1. What is the meaning of the title?
2. Show the poet's inborn, undying love of the sea.

The Spaniards' Graves at the Isles of Shoals (I) 698

1. Show the tender sympathy with which the writer treats this unusual subject.
2. Point out the most vivid of her pictures.

The Sandpiper (I) 699

1. What aspect of the sea is here given?
2. What is the poet's feeling toward the sandpiper?
3. What are the characteristics of this bird?
4. Compare the thought of the last stanza with that of the final stanza of Bryant's "To a Waterfowl," page 252.

EMILY DICKINSON

BIOGRAPHY AND CRITICISM 700

1. What is unusual about the life of Miss Dickinson?
2. What are the characteristics of her poetry?

Verses

Emigravit 700

1. What is the thought in this poem?

The Lost Jewel (I) 700

1. What is the symbolism in this poem?
2. Does it represent an experience common to mankind?

Fringed Gentian (I) 700

1. What is the lesson in this little verse?

2. Would you classify this as nature poetry? Reasons.

Called Back 700

1. What experience in her life is Miss Dickinson describing?
2. What is her attitude toward death?

The Martyrs 701

1. How does the poet characterize the martyrs? How has she idealized them?

Time's Healing 701

1. Paraphrase this poem.

Verses

Hope 701

1. How is Hope characterized?

Disenchantment 701

1. What common experience in life is here given poetic expression?

The Past 701

1. What point does Miss Dickinson make in this poem?
2. Is the thought true to life?

Consecration 701

1. Of what things is the writer proud?

Spring's Orchestra (I) 701

1. Why does Miss Dickinson call the birds' song "The saddest noise, the sweetest noise"?
2. Show the extreme sensitiveness of her emotions.

OTHER TRANSITION POETS

General 702

1. What was the work of Read? Boker? Stoddard?
2. Wherein lay the weakness of the whole school?

THOMAS BUCHANAN READ

The Closing Scene (I) 703

1. What is the atmosphere of this poem? By what means does the poet establish this mood?
2. Compare these autumnal pictures with those of Whittier's "The Huskers," page 382. Account for the difference in the feeling aroused.
3. How does the ending of the poem justify the title?

GEORGE HENRY BOKER

To England 704

1. What was the occasion for the writing of these sonnets?
2. What is their central theme?
3. What is the poet's feeling toward England?
4. What prophecy does he utter concerning the final result of the struggle?

To America 706

1. What is the writer's feeling toward America?
2. What advice does he give?

Dirge for a Soldier (I, II) 706

1. What is the source of the wide appeal of this poem?
2. Give your opinion of the effectiveness of the refrain.

RICHARD HENRY STODDARD

The Flight of Youth (I, II) 706

1. Just what kind of pessimism is shown in this poem?
2. Is the author wretched, or is he merely indulging in "pleasurable melancholy"?
3. Is the thought true, or is it a mere idle fancy?

Birds 707

1. What common experience does the poet here portray?

Persia (I) 707

1. How does the poet create the Oriental atmosphere?
2. Would you call the emotion Oriental, or universal?
3. What is the effect of the repetition of a single line? Is this a true refrain?

'Poems of the Orient' 707

1. What is the significance of the quotation marks around the title? To whom is the poem addressed? (Examine, if necessary, page 636.)
2. What praise does he give the person addressed?

To George H. Boker 707

1. What writings of Boker does Stoddard praise?
2. How does he contrast Boker's powers with his own?

REVIEW TOPICS AND PROBLEMS

THE PERIOD OF TRANSITION, 1860–1870

1. Give the basis for the naming of this period.

2. What are the chief characteristics of the literature of these years?

3. Show the close connection between the literature and the events in history.

4. Review the speeches of Lincoln. What qualities give them their great power? Show that in these speeches American prose reached its highest development.

5. Judging from the Civil War poems, what were the strongest emotions in the hearts of the American people? Which are the best poems of the group?

6. Review the selections from Walt Whitman. What are some of the most important ideas you get from his writings? What is his attitude toward life? What is the nature of his teaching? What contribution did he make to American verse forms? Was it an important one? Tell if you can from these selections why European critics commonly call him America's only great, original poet.

7. Pick out several of the best short stories of this period. Consider the structure of the best of them, and determine the extent to which the authors are indebted to Poe.

8. Point out lyric poems of high merit. What subjects, or themes, are most common?

9. What important contributions were made by poets of the South? What examples of local color can you find?

10. What poems of the period would you call pessimistic? Account, if you can, for this pessimism.

11. Pick out some of the chief characteristics of the prose style of the period.

12. With the literary activity on this side of the Atlantic, compare that on the other side. Among the important English works of these years were: *The Mill on the Floss, The Cloister and the Hearth, Silas Marner, Romola, Enoch Arden, Alice in Wonderland, Sesame and Lilies, The Ring and the Book,* and *Lorna Doone.*

AMERICAN LITERATURE BY TYPES

PERIOD OF TRANSITION, 1860–1870

EPIC OR OBJECTIVE POETRY

The Ballad

The Picket Guard, Oliver 582
Little Giffen, Ticknor 586
Sheridan's Ride, Read 587
Come up from the Fields, Father, Whitman 593

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Note that these are all war ballads. What different aspects of the great conflict are here presented?

2. Contrast the galloping meter of Read's ballad with the entire lack of regular rhythm in Whitman's poem. Show that each form is suited to the material it presents.

3. Study carefully the type, "Lyrical Ballad," and the type "Dramatic Lyric." How would you classify these four poems?

The Descriptive Poem

Mannahatta, Whitman 592
Patroling Barnegat, Whitman 616
Spring, Timrod 664
Midsummer in the South, Hayne 670
The Closing Scene, Read 703

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Show that in these poems each description is used to develop an emotion?

2. What is the mood in each poem?

3. Contrast free verse with the regular forms in descriptive poetry. What is the advantage of each form?

LYRIC, OR SUBJECTIVE POETRY

The Love Lyric

Sweetheart, Good-Bye! Hayne 670
Persia, Stoddard 707

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Compare the emotion in Hayne's poem with that in Stoddard's. Which seems more sincere? Reasons.
2. Compare the personalities of the two men.

The Martial and Patriotic Lyric

The Bivouac of the Dead, O'Hara 580
Stonewall Jackson's Way, Palmer 584
Three Hundred Thousand More, Gibbons 584
The Conquered Banner, Ryan 588
The Blue and the Gray, Finch 589
Beat! Beat! Drums! Whitman 593
Pioneers, Whitman 599
The Cry of Arms, Timrod 665
Wanted—a Man, Stedman 680

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What emotion is common to the poems of this group?
2. Which of these have a universality of appeal that will cause them to live long after the occasions that called them forth are forgotten?
3. Which have an appeal that is temporary or sectional?
4. Pick out from the group four or five of the strongest passages.

The Love Song

Serenade, Timrod 664

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. With this serenade compare the better known one of Longfellow's, page 359. Which is more effective? Why?

The Hymn or Religious Song

Battle Hymn of the Republic, Howe 584

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Justify or challenge the position of this lyric among the hymns or re-

ligious songs. If it is primarily religious, is it at all suitable for a patriotic song? Or is it suitable just because of this fact?

The Patriotic Song, or National Hymn

Maryland, My Maryland, Randall 581
The Battle Cry of Freedom, Root 582
Dixie, Pike 583
John Brown 583
Marching through Georgia, Work 584
Tenting on the Old Camp Ground, Kittredge 585
Just before the Battle, Mother, Root 585
Tramp, Tramp, Tramp, Root 587
When Johnny Comes March Home, Gilmore 588

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What different emotions are appealed to in these poems? Which emotions are on the highest plane? Which on the lowest?

2. The music to all these songs is well known. Which musical settings have given the songs a rank above that which they deserve as literature?

3. Which of these songs are sectional in their appeal? Which are universal?

The Elegy, and Elegiac Verse

O Captain! My Captain! Whitman 594
When Lilacs Last in the Dooryard Bloom'd, Whitman 595
Ode, Timrod 667
Under the Pine, Hayne 669
The Spaniards' Graves, Thaxter 698
Dirge for a Soldier, Boker 706

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. From a study of the poems of this group, show that the best loved lyrics are those that deal with an emotion that everyone has felt but that no one but the poet could express. May this not be the key to the appeal in any piece of subjective literature?

2. Cite at least three points of similarity between the Southern poem of Timrod and the Northern poem of Boker.

3. Which of these six poems will be likely longest to endure? Give your reasons.

The Nature Lyric

The Mocking-Bird, Hayne 671

Fringed Gentian, Dickinson 700
Spring's Orchestra, Dickinson 701

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Compare the personalities of the two writers.
2. Just what use of Nature does each of the writers make?

The Reflective and Moralizing Lyric

When I heard the Learn'd Astronomer, Whitman 602
O Star of France, Whitman 602
A Noiseless, Patient Spider, Whitman 603
The Man-of-War Bird, Whitman 614
The Undiscovered Country, Stedman 681
Emigravit, Dickinson 700
The Lost Jewel, Dickinson 700
The Martyrs, Dickinson 701
Time's Healing, Dickinson 701
Hope, Dickinson 701
Disenchantment, Dickinson 701
The Past, Dickinson 701
The Flight of Youth, Stoddard 706
Birds, Stoddard 707

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Pick out five of the "lessons" these poets set forth in their lyrics. Are any of these obtrusive?
2. Which of the poets do you think shows keenest insight into human nature?
3. Compare the sentiment in *The Flight of Youth* with that of *The Lost Jewel.* Is the emotional experience presented in each poem universal?

The Ode

Thou Mother with Thy Equal Brood, Whitman 603
The National Ode, Taylor 636
The Cotton Boll, Timrod 666

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. In a sentence for each poem, state the themes of these three odes.
2. What method does each poet use?
3. Which of the three odes would you give highest literary rank? Defend your choice.

The Sonnet

Laocoon, Hayne 671
When to Soft Sleep, Aldrich 693
To England (six sonnets), Boker 704
To America (two sonnets), Boker 706
Poems of the Orient, Stoddard 707

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Note that these are the last sonnets we meet in "Century Readings." Is the form a popular one to-day? Reasons for your answer?

2. What kind of themes appear to best advantage in sonnet dress?

3. With the best of these sonnets compare some of the greatest English sonnets, such as those of Shakespeare, Milton, and Wordsworth. Wherein do these American poems fail to achieve the first rank among the sonnets of the English language?

Vers de Société

On the Passaic, O'Brien 651
Nocturne, Aldrich 693

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What is the theme of each of these poems? Show that each is good material for vers de société, or "Gentle Verse" as one writer has translated the French expression.

Free Verse

Whitman's *Poems* 590–616

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Make a list of your own of innovations you find in Whitman's free verse.

2. Does this form seem peculiarly adapted to the type of mind Whitman possesses? To the material he uses? Explain fully.

3. Study the free verse of the later writers (you will find many examples on pages 1056 to 1073) and decide how much our contemporary poets owe to Whitman.

The Personal and Autobiographic Lyric

Darest Thou Now, O Soul, Whitman 603
Prayer of Columbus, Whitman 615
Good-By, My Fancy, Whitman 616
L'Envoi, Taylor 635

Forgotten, Hayne 668
A Little While I Fain Would Linger Yet, Hayne 671
On Lynn Terrace, Aldrich 694
Land-Locked, Thaxter 698
The Sandpiper, Thaxter 699
Called Back, Dickinson 700

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What is the mood of most of these poems? Or, in what mood should the reader be in order to appreciate them?

2. Which ones have the widest appeal? Which have the most limited appeal? Give reasons.

Didactic Poetry

Europe, Whitman 590
France, Whitman 591

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What messages for the people of America does Whitman present? How does he make them effective?

THE ESSAY

The Nature Study

My Out-Door Study, Higginson 627

1. Would you rank Higginson as a nature write along with Thoreau, or would you call him a lover of Nature for its literary value rather than a lover of Nature *per se.*

2. To what kind of reader would such a nature essay appeal most strongly?

Literary Criticism

Democratic Vistas, Whitman 606
Edgar Allan Poe, Stedman 681

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What is the purpose of each of these essays? What difference is there in the ways in which the two writers accomplish their purposes?

2. Which writer has the more popular style? Which has greater ability as a critic?

FICTION

The Novel

From *Ramona,* Jackson 673

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Is Mrs. Jackson's method that of the realist or of the romanticist?

2. Give your judgment concerning the author's power to create sympathy in the heart of the reader. Notice that this ability is absolutely necessary in a "purpose novel," such as Ramona.

The Short Story

My Double, and How He Undid Me, Hale 618
Too Late, Cooke 640
The Diamond Lens, O'Brien 651
Père Antoine's Date-Palm, Aldrich 694

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Which of these stories would you rank as stories of character? As stories of incident?

2. Which one depends almost wholly upon the "atmosphere" for its appeal?

3. On the whole, which is the most successful story of the group? Give your reasons.

THE ORATION

Farewell Address, Lincoln 571
First Inaugural Address, Lincoln 571
Address at Gettysburg, Lincoln 572
Second Inaugural Address, Lincoln 572
Response to a Serenade, Lincoln 573

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What qualities of Lincoln's speeches are responsible for the high place they hold in the hearts of the American people?

2. In what way do Lincoln's speeches differ from those of Webster (see page 183), Brady (see page 936), or Roosevelt, (see page 989)?

HISTORY AND BIOGRAPHY

The Mexican War, Grant 575

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Judging by comparison with other selections from history you have ready in "Century Readings," give your judgment concerning Grant's ability as a historian.

THE LETTER

Letter to Mrs. Bixby, Lincoln 574

PROBLEMS AND SUGGESTIONS FOR STUDY

1. Study, in some good book on rhetoric or on correspondence, the qualities essential to a good letter. Point out the qualities that make this brief letter of condolence a masterpiece.

V

THE NATIONAL PERIOD

1870–1914

THE NATIONAL PERIOD

THE HUMORISTS

General 711

1. Where did the new type of humor have its origin?
2. What are the chief sources of humor in George Horatio Derby?
3. Tell of the success of "Artemus Ward."
4. For what is "Josh Billings" remembered?
5. Why have most of the humorous or satirical writings of the War lost their interest?

GEORGE HORATIO DERBY

"John Phoenix"

A Musical Review (I) 711

1. What is the source of the humor in this selection? Would you call the humor obvious or subtle?
2. Cite points of caricature on real reviews.
3. What are the most vivid pictures of the plains elicited by the descriptive music?
4. What use is made of dialect?
5. Judging from this selection would you say that John Phoenix really understands music?

CHARLES FARRAR BROWNE

"Artemus Ward"

Interview with President Lincoln (I, II) 713

1. Is this intended to represent a real interview, or is it pure satire from first to last?
2. What would be lost by correcting all the errors in spelling and grammar?
3. How much truth is there in the picture of the besieging of the President by office-seekers? Has the nuisance been abolished by this time?

4. Characterize the showman?

5. Cite three or four of the best examples of the author's humor. What would you say is distinctive about it?

HENRY WHEELER SHAW

"Josh Billings"

Affurisms (I, II) 715

1. Do these jokes deserve the title given them? Defend your position.

2. How much of the humor depends upon blunders in spelling? Do you think that every writer could make his work clever by misspelling most of the words?

3. Compare these sayings with the proverbs of Poor Richard. Does Shaw show as keen insight into human nature and as much good, hard, common sense as Franklin? How does each writer succeed in making his sayings stick like a sand bur in the memory of the reader?

4. Cite some of the truest of these "Affurisms."

5. Justify or refute Dr. Pattee's statement concerning Shaw: "From his quaint store of aphorisms one may construct the very soul of our Americanism"?

CHARLES HENRY SMITH

"Bill Arp, So-Called"

Bill Arp Addresses Artemus Ward (I, II) 718

1. Would you call this selection primarily humorous, or serious?

2. What purpose has the author? How does he hope to accomplish it?

3. What light is thrown on Southern history by Bill Arp? Judging from what you have been taught concerning this period, is he presenting a fair picture of conditions in the South?

4. Comment upon the effectiveness of the parable of the "fite" between "a big feller and a little feller, *so-called.*"

5. What is Bill's feeling toward the War and the part the South took in it?

6. How does he prove that he is a true blue Union man?

7. What picture does he give of the "emancipated" negroes?

8. Point out the most effective satirical thrusts.

DAVID ROSS LOCKE

"Petroleum V. Nasby"

Preaches—Subject: 'The Prodigal Son' (I) 720

1. What use does Nasby make of the New Testament parable? Does it fit the case well?
2. What point is he really making?
3. Tell of Lincoln's interest in this humorist.

SAMUEL LANGHORNE CLEMENS

"Mark Twain"

BIOGRAPHY AND CRITICISM 722

1. From what kind of family did Mark Twain come?
2. Show how his boyhood experiences furnished him valuable literary material.
3. Comment upon Professor Boynton's statement: "The life of Mark Twain probably touches American life at more points than that of any other author."
4. Trace his growth and development as a literary figure.
5. By what types of writing will he be longest remembered?

The Celebrated Jumping Frog of Calaveras County (I, II) 722

1. Give your opinion of Mark Twain's power of telling a story.
2. Is this strictly a "short story"? How would you classify it?
3. How much of the success of the story depends upon the incidents, and how much upon the author's manner of telling it?
4. Give a characterization of Simon Wheeler? Do you think he is overdrawn, or do such characters really exist?
5. Characterize Jim Smiley.
6. What is the climax of the story?
7. Give your judgment concernnig the effectiveness of this unusual ending.

European Guides (I, II) 726

1. Contrast this travel writing with any other you have read. What different method of Mark Twain's makes the descriptions refreshing?
2. Is Mark Twain lacking in responsiveness to the wonders of Europe?
3. What are the dominant traits of European guides?
4. Point out traits typically American in the travelers.

Lake Tahoe (I) 728

1. Do you approve the author's mixture of romantic and realistic description in the opening paragraph? Is it the result of carelessness, or is it just "Mark Twain's way"?
2. What reflections did the fumigating process call forth?
3. Give your estimate of the author's power over serious description as shown in the paragraph beginning: "From my window here in Bellagio . . ." and the paragraph following.
4. What need is there for Twain's statement: "But I am growing unreliable"?
5. What is the general impression left by the reading of this selection?

Uncle Daniel's Apparition and Prayer 731

1. What distinct negro traits do you find in Uncle Dan'l?
2. Was the situation a humorous one to the persons connected with it?

The Steamboat Explosion 733

1. What pictures do you get of life on the Mississippi in the Golden Age of the river steamboats? Keep in mind that such descriptions are valuable because they preserve for us a phase of American life that has passed away forever.
2. In this selection you will find the basis of Samuel L. Clemens' pseudonym. Explain it.
3. Show the author's power of handling dramatic incident. (Mark Twain lost his own brother, Henry, at the time of the destruction of the "Pennsylvania.")

FRANCIS BRET HARTE

BIOGRAPHY AND CRITICISM 738

1. Was Harte's early life such as would fit him for a literary career?
2. What writings of his first brought him fame?
3. In what kind of writing is he most successful?
4. What has proved his chief contribution to American literature?

The Mission Dolores (I, II) 738

1. Harte is a conscious follower of Washington Irving. For a study of the influence of the earlier writer, compare this description with Irving's "The Hall of the Ambassadors," page 215.
2. Point out examples of his appeals to the emotions of his readers.
3. How successful is he in throwing the glamour of romance over this old structure? The fidelity of the description can readily be tested, for the Mission Dolores is standing to-day in an excellent state of preservation.

The Society upon the Stanislaus (I, II) 740

1. Tell the story of "The Society upon the Stanislaus."
2. What local color do you find?
3. Point out examples of the incongrous mixture of the King's English with slang.
4. What would you say is the source of the humor in this poem?

Dow's Flat (I, II) 740

1. What pictures do you get of the life of the prospector?
2. What effect is gained by reserving the main point until the last line?
3. Give a brief character sketch of Dow.

The Luck of Roaring Camp (I, II) 741

1. Harte wrote this story to give the new Californian magazine, "The Overland Monthly," a story distinctly Californian. How well did he succeed in doing this?
2. Study the characteristics of a story of local color, and show how in this narrative Harte, the father of the local color story, has illustrated these.
3. Is this a story of character, setting, or incident? Or, in which is the interest greatest?
4. Are the characters true to life, or do they seem overdrawn?
5. What is the atmosphere of the story?
6. Is the story realistic, or romantic?
7. Compare the opening of the story with the opening of one of Poe's; for example, "The Fall of the House of Usher," page 423.
8. Characterize briefly four or five of the crowd at Roaring Camp.
9. What change came over the rough mining camp as a result of the advent of "The Luck"?
10. Would you call the description of the christening humorous?
11. Was the child in the story ordinary, or remarkable? Proofs.
12. Is the ending satisfactory for such a story? Would a happy ending be more appropriate?
13. Account, if you can, for the marvellous popularity of this story at the time it was first put before the public. As to its effect upon the style of other writers, Dr. Pattee says it "must be admitted to be the most influential short story ever written in America."

Her Letter 747

1. How does Harte make effective the contrast between society life in New York and society life in Poverty Flat?
2. What conflicting emotions does the girl possess? Which are strongest?
3. Judging from the part of the story here given what will be the ending? Will it end in the Maud Muller way? Should it?

CHARLES DUDLEY WARNER

BIOGRAPHY AND CRITICISM 748

1. What was the nature of Warner's chief contributions to literature?
2. What kind of influence did he exert over other writers of his time?

Washington Irving (I) 748

1. What does the author mean by saying Irving's method was sympathetic?
2. Why was Irving of necessity influenced chiefly by foreign literature?
3. Explain the statement: "He regarded life . . . purely from the literary point of view."
4. Is Irving a realist, or an idealist? Explain fully.
5. What is the value of his "Life of Washington"?
6. What does the author say of Irving's humor? Do you agree with him?
7. What, according to Warner, are the chief qualities of Irving's style?
8. What is said of Irving's moral quality?
9. Give your ranking of Warner as a writer of the critical essay.

JOHN BURROUGHS

BIOGRAPHY AND CRITICISM 753

1. Give the chief items of interest in the life of Burroughs.
2. What was the material of his first distinctive book?
3. What has been his chief contribution to literature?
4. Contrast Burroughs and Thoreau.

Leaves of Grass

Standard of the Natural Universal (I, II) 753

1. What does the author mean by "the absolute standard of Nature"?
2. Does Burroughs prove his point that Nature is the key to all Art, Philosophy, and Religion?
3. What, according to Burroughs, does Whitman supply that all other writers lack?
4. Explain the statement: "The poet is not merely an observer of Nature, but is immersed in her . . ."
5. How does the writer answer the accusation that Whitman lacked art?
6. What criticism does he offer concerning the Nature writings of Wordsworth? Is this the conventional view? Do you think it is fair to Wordsworth?
7. What does the author say of the Nature writings in Germany?

8. What is the meaning of the statement: "Our civilization is not an escape from Nature, but a mastery over, and following out of, Nature"?

Beauty (I) 756

1. How does Burroughs answer the questions he raises in the opening paragraph?
2. What kind of "nature lover" is shown in the sentence: "Indeed when I go to the woods or fields, or ascend to the hill-top, I do not seem to be gazing upon beauty at all, but to be breathing it like the air"? Would this statement be true if spoken by Wordsworth? If spoken by yourself?
3. What is back of the contrast Burroughs makes between the bird the naturalist presents, and the thrush or the swallow the farm boy hears?
4. "Beauty sought directly as beauty is the spinal weakness of modern verse." Comment.
5. What is Burroughs' estimate of the value of Tennyson? Is he fair?
6. How is the author's final judgment of Whitman summed up in the closing sentence?

Fuss and Feathers (I, II) 759

1. How does Burroughs, at the opening of the essay, characterize the wren?
2. What, apparently, is the wren's purpose in building cock or sham nests?
3. Tell of the bluebird's delivery of his philippic against the house-wren.
4. Point out examples of the author's sense of humor.
5. What point does the author make in telling of the fox-sparrow that sang for him?
6. Would you say that Burroughs' enthusiasm for nature is contagious?

Nature Lore 763

1. Explain the statement: "Nature is a sort of outlying province of ourselves."
2. What is Burroughs' recipe for teaching children to love nature?
3. Give examples to show the author's sympathy with all forms of natural life.
4. How does he describe and characterize the red fox?
5. What are some of the devices used by plants for scattering their seeds?
6. How do trees fight against browsing cattle?
7. Show the close observation revealed in the author's description of the path of a bolt of lightning?
8. What method does Burroughs give for getting up an interest in some phase of nature? How does the illustration of the transformation of the caterpillar prove his point?

9. What romance does the naturalist find in turning over stones by the roadside?

10. Give your estimate of the permanent value of writings such as these of Burroughs.

EDWARD EGGLESTON

BIOGRAPHY AND CRITICISM 772

1. To what school of writers does Eggleston belong? What was his especial contribution?

2. What opportunity had he to study at first hand the life he describes in his books?

3. What, in general, has been his influence?

Light in a Dark Place (I) 772

1. What historical basis is there for this story? What changes has the author made?

2. Give the setting for the trial.

3. Give the successive steps by which Lincoln proved the testimony of the chief witness to be perjury.

4. Give your judgment of Eggleston's power of telling a story.

5. What use has he made of the dialect of the Mid-West?

* 6. For another picture of Aunt Martha Grayson see Edgar Lee Masters' "Spoon River Anthology." Here the entry is under the title, "Hannah Armstrong," the real name of the woman at whose home Lincoln used to stay, and whose son was saved in the manner here narrated.

JOHN HAY

BIOGRAPHY AND CRITICISM 779

1. In what way was Hay fitted to portray life in the Middle West?

2. What political or diplomatic positions did he fill?

3. What was his most important poetic production?

4. What were his chief prose contributions to American literature?

Jim Bludso (I, II) 779

1. Characterize Jim Bludso. What was his religion?

2. What, according to the narrator, are Jim's chances of reaching heaven? What, according to your own views?

3. Characterize the teller of the story. What advantage is there in having the story told in dialect?

4. May this poem have been founded upon the same incident that Mark Twain describes, page 733? Note the points of similarity.

Lincoln's Fame (I) 780

1. What is the general plan of this selection? Is it a carefully organized development of the topic, or a mere collection of tributes?
2. What was the effect of Lincoln's death at the moment of victory?
3. How was English feeling divided during the War? What was the feeling at the death of Lincoln?
4. What was the feeling in Germany toward the Union cause?
5. How did the French people receive the death of Lincoln?
6. What were some of the legends that arose concerning Lincoln?
7. How, according to Hay, will Lincoln be chiefly remembered?
8. Give examples to show his fellow-feeling with the common people, and especially with those in distress.
9. How does the author, in the final paragraph, sum up Lincoln's greatness?

WILLIAM DEAN HOWELLS

BIOGRAPHY AND CRITICISM 786

1. Tell of Howells' early surroundings. How did he get his education?
2. How did his reading influence his style of writing?
3. What were his diplomatic services to America?
4. What books have proved his greatest contribution to American literature?
5. What can you say of his influence in American letters?

A Modern Instance (I) 786

1. Tell the part of the story here given.
2. How well does Howells handle a dramatic situation? Is there a straining after effect, or is there reserve—control?
3. Judging from this extract, pick out some of the distinguishing characteristics of Howells' style.

The Mouse-Trap (I, II) 792

1. Discuss the appropriateness of the title?
2. In what does the chief interest of the play lie? Character? Dialogue? Plot? Humor?
3. Is this high or low comedy? Explain.
4. Give your opinion of its actability.
5. Characterize Mrs. Somers.
6. Characterize Mr. Campbell.

7. Show the inconsistency of Mrs. Somers' arguments and her actions. Is her fear of the mouse overdrawn to the extent of making the play a farce?

8. Is the ending an appropriate one? Is it satisfying to both the men and the women in the audience?

9. Cite examples to show how times in general, and women in particular, have changed since 1886.

10. Point out the best examples of wit or humor.

11. Give your judgment concerning the success of the play as a whole.

Criticism and Fiction (I) 802

1. Why do American novelists deal little with tragedy or with the darker aspects of life in general?

2. Why is the short story the most successful of the literary forms in America?

3. Why, according to Howells, are the writings of the women more faithful and realistic than those of the men?

4. What advice does he give concerning the use of "Americanisms"?

5. Does he believe the spoken language of England and that of America should be the same?

6. How does he answer the criticism that our fiction is narrow?

7. Should we try to turn back our literary methods and standards to those of an earlier and greater age? Explain.

8. Explain the very unorthodox argument of his closing paragraph. Do you think there is any truth in it?

JOAQUIN MILLER

BIOGRAPHY AND CRITICISM 807

1. How did Miller's early experiences prepare him to picture the "wild and woolly" West?

2. Explain, if you can, his higher rating abroad than in his own country.

3. What are his chief faults?

4. What class of his poems seem most likely to live?

Kit Carson's Ride (I, II) 807

1. How does the introductory stanza strike the keynote of the selection?

2. Tell briefly the story of the poem.

3. Show that the material is distinctly Western, and different in spirit from any of the earlier selections studied.

4. What pictures in the poem are most vivid? Most appealing?

5. How successful is Miller in maintaining suspense? In developing a climax?

6. Show how the verse form fits the story.

By the Sun-Down Seas (I, II) 809

Part I

1. What pictures does Miller give of the setting of San Francisco?
2. What is his feeling for the country he describes?

Part II (I, II)

1. What picture does the poet give of the pioneers?
2. Of the wagon trains?
3. What hardships did the early settlers undergo on their journey?
4. What picture is given of the desert?
5. Give the substance of the poet's tribute to the pioneers.
6. What is his opinion of the persons who came later?
7. What seems to be at the root of his hatred of cities?
8. Show the effectiveness of the final stanza as a close to the series of pictures.
9. Show that the whole work is autobiographical.

The Missouri 812

1. How does the poet idealize this great river?
2. Comment upon the fitness of his epithets.

Westward Ho! 813

1. What is the tone of this poem?
2. How does Miller voice his admiration of the pioneers?
3. Point out the beauty and force of lines 36–40.

Columbus (I, II) 813

1. With this description compare the account given by Irving, page 214.
2. What heroic qualities of Columbus are here presented?
3. What is the spirit of the poem?
4. Read the poem aloud and note that its strength and ruggedness are much more apparent than when read silently.
5. What qualities of the poem have made it such a general favorite?

Prelude to 'Dawn at San Diego' 814

1. Point out the most poetic expressions in this poem.
2. What impression do you get of the beauty of San Diego?

Prelude to 'Even So' 814

1. How does Miller express his love for the West?
2. What reward does he ask in return for what he has done?

LEW WALLACE

BIOGRAPHY AND CRITICISM 815

1. Name the chief activities of Lew Wallace.
2. What kind of literary style did he possess?
3. Give a critical estimate of the value of "Ben Hur."

The Sea Fight (I, II) 815

1. Tell the part of the story here given.
2. Give your judgment of the author's power of arousing and maintaining interest.
3. How is Ben Hur characterized?
4. Would you say that Wallace is convincing in his portrayal of life nineteen centuries ago?
5. Dr. Van Doren, in speaking of the village opposition to the novel, cities "Ben Hur" as "a tale which thousands have read who have read no other novel except perhaps 'Uncle Tom's Cabin' and have hardly thought of either as a novel at all." Explain the significance of the statement.

JOHN FISKE

BIOGRAPHY AND CRITICISM 822

1. In what two significant fields did Fiske do service?
2. What are his outstanding qualities as a historian?

Francis Parkman (I) 822

1. What was the origin of this paper?
2. Explain Fiske's fitness for writing on such a theme.
3. On the whole, what is his feeling toward Parkman?
4. What, according to Fiske, was the effect of "the old-fashioned study of the humanites"?
5. What does he say of the respective merits of the Old World and the New World as sources of romantic material? Is his judgment the commonly accepted one? Compare the argument of Lowell, page 509b, and the ideas set forth by Higginson, page 632a. Just what, by this time, is your own judgment on this much disputed question?
6. What does Fiske say concerning Cooper's treatment of the Indian?
7. What is the secret of Parkman's power?
8. What study did he make of Indian life at first hand?
9. How did he supplement his own observation and investigations?

10. By what means does he make his descriptions seem like the accounts of an eye-witness?

11. What is the substance of Parkman's eulogy of savage life? Does it appeal to the reader of to-day? Explain.

12. Just what does Fiske mean by calling Parkman's writing "the truthful record of a vanished age"?

13. For what reasons does the author "thank heaven" for Parkman?

HENRY JAMES, JR.

BIOGRAPHY AND CRITICISM 828

1. What kind of education was given Henry James? Would you recommend it for all bright American boys?

2. Account, if you can, for his passion for Europe.

3. Explain the term "international novel."

4. What are the chief characteristics of James' style?

Alphonse Daudet 828

1. Give your judgment concerning the power of James as a critic. What seems to be his method?

2. Give evidences of James' familiarity with, and sympathetic understanding of, the works of Daudet.

3. What qualities in Daudet does James especially admire?

4. What seem to be his weakest points?

5. Point out evidences of James' enthusiasm for things European.

6. Give your own impressions of James' much discussed style. Is it offensively highbrow or would you say that the fault lies with the lowbrowed persons who are unable to appreciate the work of a master?

Greville Fane (I, II) 835

1. Since this is a good example of James' keen, analytical style it is worth careful study. In what does the interest of his writing lie?

2. Many persons complain, after reading a story of James, that they have not read a *story* at all. Would that criticism fit this selection?

3. Cite particularly effective examples of careful observation and of "telling" details.

4. Just how is the characterization of Greville Fane developed? What are the reader's feelings toward her?

5. Characterize Lady Luard. Would you call her an interesting person?

6. Characterize Leolin.

7. How, in this selection, are James' own ideas and tastes shown?

8. Does this extract arouse in the reader a desire to cultivate James? Explain fully.

CONSTANCE FENIMORE WOOLSON

BIOGRAPHY AND CRITICISM 844

1. What kinds of writing did Miss Woolson do? What other writers did she, to some extent, resemble?
2. What would you say is her place in literature to-day?

The Old Agency (I) 844

1. Compare the material and method of this piece with those of "The Hall of the Ambassadors," page 215, and of "The Mission Dolores," page 738.
2. Is Miss Woolson realistic, or romantic?
3. In her description of the passengers on the boat, what contrast does she make between the Americans and the French? Where are her affections?
4. Give a brief description of the Agency? What romantic elements does it possess?
5. What is told of the life of the picturesque old priest?
6. Tell the story of old Jacques.
7. What light is thrown upon the character of Napoleon as a leader of men?
8. Would you call this selection as a whole unnecessarily sentimental?
9. Comment upon the effectiveness of the closing of the selection.

SIDNEY LANIER

BIOGRAPHY AND CRITICISM 855

1. What effect had the War upon Lanier?
2. What use did he make of his musical ability?
3. What evidence is there to show that a longer life would have meant a greater name for Lanier?
4. What are his strongest and his weakest points as a writer?

Cain Smallin (I, II) 855

1. What is the theme of this story? How does the author develop it?
2. What picture is given of the South during the War?
3. Contrast the two brothers.
4. How is the traditional honor of the South here presented?
5. What use does Lanier make of dialect?
6. Give your estimate of the merit of this short story.

Night and Day 859

* 1. What is the Shakespearean reference in the first stanza?

2. What is the thought of the poem?

The Centennial Meditation of Columbia (I) 859

1. Just what is a cantata?

2. Explain the chief difficulties involved in writing the text, and show how well Lanier has met them.

3. Explain the meaning of the first line.

4. What expression is given to emotions and thoughts within the Mayflower and without?

5. How, in Part III, are the hardships of the early settlers presented?

6. What prophecy is given concerning the perpetuity of the name and fame of Columbia?

7. Give your judgment concerning the success of the selection as a whole?

Song of the Chattahooche (I, II) 860

1. What rank as a nature poem would you give this selection?

2. What use does the poet make of onomatopœia?

3. Of internal rhyme?

4. Of alliteration?

5. Of the repetend or refrain?

6. Show that all the rhythmical effects and poetic devices fit into the spirit of the "song."

7. Are you ready to say that such a poem as this could be written only by a person possessing unusual musical ability?

A Sunrise Song 861

1. What aspects of nature are here presented?

2. Comment upon the poet's imagery and word choice.

In 1865 861

1. What is your judgment concerning Lanier's capacity for friendship?

2. What was the origin of the friendship here presented? What is the poet's fear concerning it?

A Ballad of Trees and the Master 861

1. With what event in the life of Christ does this poem deal?

2. What is the central thought of the poem?

The Marshes of Glynn (I, II) 861

1. Compare Lanier's attitude toward Nature, as here expressed, with that of Bryant as shown in Thanatopsis.

2. Show how the poem makes the reader feel the spirit of the broad, low marshes. Note that this is a subject not commonly treated by poets.

3. How does Lanier secure the effect of the full, rolling melody throughout the poem?

4. How do lines 71–78 show Lanier's faith in God?

5. Is Lanier successful in making the reader share the ecstasy he feels while meditating upon "The Marshes of Glynn"?

Sunrise 863

1. How is the poet's love for Nature shown in this poem?
2. Point out passages that show he thinks of Nature as sentient.
3. What description does he give in this poem of his loved marshes?
4. Comment upon the poet's description of dawn.
5. What seems to be the lesson or message of the poem?

SARAH ORNE JEWETT

BIOGRAPHY AND CRITICISM 868

1. For what reason is Miss Jewett grouped with Mrs. Stowe and Mrs. Cooke?
2. How did Miss Jewett attain a familiarity with the people she describes?
3. What are the chief qualities of her style?

A Native of Winby (I, II) 868

1. This has often been called the best New England short story ever written. Can you name another that is better?
2. Comment upon Dr. Pattee's statement: "It is a quivering bit of human life, a section of New England, a tale as true as a soul's record of yesterday."
3. Point out evidences of Miss Jewett's familiarity with her scenes and characters.
4. Reproduce the description of the rural school.
5. Show that Marilla and Abby Hender are typical New England characters.
6. Characterize the honorable Joseph K. Laneway.
7. Tell the story of the reunion of Joe and Abby.
8. Point out particularly telling character touches.
9. Give examples of humor in the story.
10. Of pathos.
11. Of sentiment.
12. Is the story realistic, or idealistic.
13. Is the ending satisfactory, or would the "movie ending" be better?

EMMA LAZARUS

BIOGRAPHY AND CRITICISM 879

1. What is the nature of the contribution of Emma Lazarus to American literature?
2. Explain the basis of comparison with Whittier.

How Long? 879

1. What is the purpose of this poem?
2. To what kind of Americanism does the poet give expression?

The Banner of the Jew 879

1. Explain the reference to the Maccabees. What is the significance in this particular situation?
2. Point out references to, or echoes of, Bible names or passages.

In Exile (I) 880

1. What is the basis for the idealization of life in Texas?
2. Explain line 24. Is it true in general, or true only in this situation?

* 3. Compare the poetic rapture of this poem with ecstatic outbursts of some of the Hebrew prophets of the Old Testament.

The New Ezekiel 881

1. Point out the Hebraic imagery of this poem.
2. What thought is Miss Lazarus putting before her people? How does she make it impressive?

IRWIN RUSSELL

BIOGRAPHY AND CRITICISM 882

1. What were the chief characteristics of Irwin Russell?
2. What important field did he open up for American writers?
3. Can you, in Russell's poems, see any evidence of the influence of the one man he worshiped—Robert Burns?

Nebuchadnezzar (I) 882

1. How well has Russell characterized these two stock figures of negro literature?
2. What is the source of interest in the poem?

* 3. Compare this dramatic monologue with one of Robert Browning's.

Precepts at Parting (I) 882

* 1. With this parting admonition compare the famous speech of Polonius to Laertes. How do the two speeches represent the race, education, and social position of the two fathers?

2. What negro philosophy do you find in this selection?
3. What, according to the colored man, are the essentials of success?
4. What is added to the poem by the use of dialect?

Business in Mississippi (I) 883

1. By adding the action to this dramatic monologue, tell the story of the poem.
2. Give your opinion of the speaker's business ability. Of his conceptions of honesty. Of his resourcefulness.
3. In what does the humor of the selection lie?

Mahsr John (I) 884

1. Give a characterization of "Mahsr John."
2. What pictures are given of luxury in the ante-bellum days of the South?
3. Just what was the old slave's attitude toward his master?
4. What changes were wrought by the war? What, apparently, is the negro's feeling concerning these changes?

Rev. Henry's War-Song 885

1. Discuss the appropriateness of the title.
2. How effective is the preacher in comparing the Christian to a soldier?
* 3. Compare the figure here used with that used in Bunyan's "Pilgrim's Progress."

MARY NOAILLES MURFREE

BIOGRAPHY AND CRITICISM 886

1. What new feature did Mary N. Murfree introduce into American literature?
2. What is the chief value of her writing?
3. Give the distinguishing characteristics of her style.

Over on the T'Other Mounting (I) 886

1. What is the theme of this story?
2. What is the tone of the story? Is there unity of impression throughout?
3. Would you call this a story of character, setting, or incident? In other words, does character, setting, or incident predominate?
4. To what extent are the characters and incidents influenced by the Tennessee Mountains?
5. Are the characters true to life?
6. Outline briefly the plot.
7. Trace carefully the change or development in the soul of Tony Britt.

8. Give your opinion of the innocence of Caleb Hoxie.
9. Is the story purely realistic, or can you find symbolism in it?
10. Give examples of superstition among these mountain people.
11. Make a list of at least six dialect words or phrases, and for each one give an equivalent expression in good English.
12. Give your judgment regarding Miss Murfree's power of telling a story. Would you like to read more of her narratives of the mountain folk?
13. With this story of local color compare another, such as "The Luck of Roaring Camp" or "A Native of Winby."

GEORGE WASHINGTON CABLE

BIOGRAPHY AND CRITICISM 897

1. Give briefly the outstanding facts of Cable's life.
2. How did he secure his education?
3. What kind of work could Cable do best? What is the nature of his masterpiece?
4. What are the characteristics of his style?

Madame Délicieuse (I, II) 897

1. Discuss this story as another example of local color.
2. Would you call the background realistic, or romantic? Give your reasons.
3. Pick out traits in the three leading characters that are French rather than English.
4. What traits of the father does the son possess? In what traits is he different?
5. Just what are the steps in the plot of Madame? Show the skill with which she carries it through.
6. What pictures of Southern life do you find most interesting?
7. Would you prefer to have the tragic ending which you expected?
8. What elements in this story do you think are chiefly responsible for its success?

"No!" 908

1. Retell, in your own words, the incidents of this story.
2. Comment upon its effectiveness as a love story.

FRANK RICHARD STOCKTON

BIOGRAPHY AND CRITICISM 911

1. Give the main facts of Stockton's life.
2. In what way is his name linked with that of O. Henry?

The Pie Ghost 911

1. Outline briefly the plot.
2. Does the author have any other purpose than to amuse his readers?
3. Would you call this ghost story a success, or does the anti-climax spoil it?

The Lady or the Tiger? (I, II) 917

1. What is there about this story that gives it the power to make its writer famous?
2. Just what is the nature of the humor it contains?
3. Point out examples of satire.
4. To what extent is the unusual background responsible for our interest in the story?
5. Show that the whole story is a psychological study of the emotions of the princess.
6. Just why did Stockton make use of this very unusual ending? Were you greatly disappointed with it? Do you wish he had given an answer to the question he raised? Suppose he had done so; what would have been the effect upon the success of the story?

JOHN MUIR

BIOGRAPHY AND CRITICISM 921

1. What education and experience had Muir by way of preparation for his nature writing?
2. Give the chief personal traits of the man.
3. What has been his outstanding service to his American readers?

The Water-Ouzel (I) 921

1. With this selection compare briefly a nature piece from Thoreau and one from Burroughs. How is the personality of each writer shown in his writing?
2. Is Muir writing for the scientist or for the average reader?
3. How does he make his writing interesting?
4. Tell of the appearance and habits of the water-ouzel.
5. Describe its nest.
6. What is the nature of its song?
7. Point out some contrasts between this bird and all others.
8. What is the author's feeling toward the bird?
9. What have you learned of geography or geology from this piece?
10. How has the author in the final paragraph summarized the thought of the whole essay?

A Wind-Storm in the Forest (I) 928

1. How successful is the author in making the reader share his ecstasy during the storm?

2. Cite passages to show his wild delight in the experiences of the storm. Show that he thinks the trees, too, enjoy the experience.

4. Explain the statement: "Winds are advertisements of all they touch."

5. Reproduce the picture of the passing of the tempest.

Shadow Lake 932

1. Do you think Muir more successful in describing this still scene than in describing the wind-storm? Explain fully.

2. Do the pictures he gives remain clear in the mind?

3. What is the significance of the word 'improved' in line 45 of page 934b?

4. What is the meaning of the last sentence of the essay?

HENRY W. GRADY

BIOGRAPHY AND CRITICISM 936

1. In what way is Grady associated with Patrick Henry?

2. What was his greatest service to America?

The New South (I, II) 936

1. Grady has been called "the orator of the peacemakers." Show that this speech gives him a right to the title.

2. How does his opening quotation strike the keynote of his speech?

3. Just what is his attitude toward the North? Does he flatter? Fawn? Cringe?

4. What is his feeling toward the South? Does he apologize for the part the South took in the War?

5. What does Grady say concerning Puritans and Cavaliers?

6. What does he say of Lincoln? Do you think he speaks for the South here?

7. Reproduce his admirably vivid picture of the return of the Confederate soldier.

8. What does he say of the negro problem?

9. How does he answer the question of the South keeping faith with the North?

10. What appeal does he make to New England?

11. Account for the sustained popularity of this speech on both sides of Mason and Dixon's line.

JOEL CHANDLER HARRIS

BIOGRAPHY AND CRITICISM 941

1. Would you call the surroundings of the boy Joel promising or unpromising?
2. How did the Uncle Remus papers come before the public?
3. What are the qualities of Harris' style?
4. Comment upon his one great creation—Uncle Remus.
5. What social and historical value have Harris' writings?

How a Witch Was Caught (I, II) 941

1. What would you say are the leading traits of the character of Uncle Remus, as he reveals himself in this story?
2. What qualities give such a charm to his story?
3. Point out the perfect harmony between the story itself and the narrator's manner of telling it.
4. It is now understood that these folk-stories of the Southern negroes had their origin centuries ago in Africa. Visualize the telling of this story before a jungle hut.

The Creature with No Claws (I) 943

1. What philosophy does the old negro voice at the beginning of the story?
2. Give a "characterization" of Brer Wolf.
3. Show the skill with which Uncle Remus handles the climax of his story.

Uncle Remus's Wonder Story (I, II) 944

1. How does Uncle Remus create and maintain suspense in this story?
2. Give, in your words, Uncle Remus' description of the courtship.
3. How well does this narrative fit the requirements of a *short story?*

LAFCADIO HEARN

BIOGRAPHY AND CRITICISM 948

1. Show that Hearn was a true cosmopolitan, a citizen of the world?
2. By what right is he classed among American authors?
3. What is the nature of his chief contributions to literature?
4. Give the leading characteristics of his style.

Chita (I, II) 948

The Legend of L'Île Dernière

I

1. Judging from this selection give your opinion of Hearn's power of creating mood, or atmosphere.
2. Cite illustrations of his extreme sensitiveness to sounds and scenes.
3. Make a list of ten descriptive words that are unusually effective. What is the source of their power?

II

1. Comment upon the effectiveness of the description in the paragraph beginning: "Sometimes of autumn evenings there. . . ."
2. What changes have come to Last Island?

III

1. Give in your own words the description of the tropical storm.
2. Show the artistry involved in the final sentence of this selection.

IV

1. Point out the effectiveness of the color descriptions in the paragraph on 952a, lines 4–28.
2. What thrills are in store for a swimmer in these waters?

The Shadow of the Tide (I, II) 953

III

1. What pictures do you get of the pestilence in New Orleans?
2. With this description compare or contrast Charles Brockden Brown's description of "The Pestilence of 1798," pages 171 ff.

IV

1. Tell the story as here given.
2. Do you find yourself more deeply interested in Hearn's narrative writing, or his descriptive writing? Give a reason for your choice.
3. Does the use of foreign words, phrases, and sentences detract from, or add to, the effectiveness of the selection?

V

1. Retell the incidents of this narrative.
2. Point out dramatic elements.

VI

1. Wherein lies the tragedy of the story? Would a "happy ending" suit you better? Reasons.

2. How well has the author managed the climax of the story?

3. What impressions remain after reading these selections from Hearn? Do they create a desire for further reading from the same writer?

JAMES WHITCOMB RILEY

BIOGRAPHY AND CRITICISM 961

1. What experiences of Riley's early life gave him an understanding of the common people?

2. What reasons can you give to justify the title of "People's Laureate"?

3. What is the nature of his contribution to American literature?

4. Would you call him a great poet? Do you think his works will live?

* 5. Point out, if you can, influences of Riley's favorite poet, Burns, and his favorite novelist, Dickens.

The Old Swimmin'-Hole (I, II) 961

1. How does this poem illustrate Riley's theory as to what the people want—"simple sentiments that come from the heart"?

2. Would you call the appeal in this poem universal? Explain.

3. What pictures do you get of American rustic life?

When the Frost Is on the Punkin (I, II) 962

1. How well has Riley given us the feelings of the farmer when the harvest is over? Can you name any other American poet who has so effectively represented rural life?

2. To what extent does the success of this poem depend upon the use of dialect?

* 3. With this poem compare, in language and material, a dialect poem from Robert Burns.

A Life-Lesson 962

1. What insight into human nature does this poem give?

Little Orphant Annie (I, II) 963

1. Give a characterization of "Annie."

2. What is the feeling of the children for her? For her ghost stories?

3. How well does Riley represent the language of the child? How well does he represent the child's way of thinking?

4. By way of showing the contrast between Hoosier dialect and the King's English, Professor Elbert R. Moses has paraphrased line 13: "Anna, a small orphan child, has come to reside in our home." What is gained or lost by the change?

When She Comes Home 964

1. Give your judgment concerning Riley's success with this very difficult literary form, the sonnet.
2. What are the emotions of the man at the return of his loved one?
3. Would you say that it is unusual, or natural, for a bachelor thus to idealize love?

The Old Man and Jim (I) 964

1. Characterize "the old man." Would you call him a "type"?
2. Account for his affection for Jim.
3. What pictures do you get of the Civil War?
4. What is the effect of the refrain?
5. What qualities are responsible for the success of the poem as a whole?

Bereaved (I, II) 965

1. Under what circumstances was the poem written?
2. What is the nature of the sympathy expressed?

FRANCIS MARION CRAWFORD

BIOGRAPHY AND CRITICISM 966

1. What unusual influences were about Crawford in his childhood and youth?
2. What came of his experiences in India?
3. What part of Mr. Crawford's work is most distinctive?
4. What limitations kept him from the first rank of novelists?

Mr. Isaacs 966

1. By what means does the author create the oriental atmosphere?
2. Tell of his meeting with Mr. Isaacs.
3. Give a description of this remarkable man.
4. Give the events of Mr. Isaacs' story.
* 5. Compare it with a typical story from the "Arabian Nights."
6. What qualities of this selection are responsible for the interest it holds for the reader?

The Novel: What It Is (I) 975

1. What distinction does Mr. Crawford make between the realist and the romanticist?
2. Which of the two schools—the realistic or the romantic—does he prefer?
3. What, according to the author, is the education of the novelist?
4. Just what does Crawford mean by "the pocket-theater"?
5. What is the purpose of the novel?

6. Explain the statement: "It is easy, comparatively speaking, to appeal to the emotions, but it is hard to appeal to the heart."

7. What is Crawford's argument to prove that "The foundation of good fiction . . . seems to be ethic rather than æsthetic"?

8. What advantage has the novelist over the playwright?

9. What distinction is to be made between sentiment and sentimentality?

10. What effect did the French Revolution have upon literary taste?

11. How can the great novelist reach the heart of all mankind?

EDITH MATILDA THOMAS

BIOGRAPHY AND CRITICISM 981

1. With what other American writer is the name of Edith Thomas associated?

2. What are the chief qualities of her work?

Syrinx (I) 981

1. What is the Greek myth upon which this poem is based?

2. What use does Miss Thomas make of the story?

3. What is the significance of the refrain? Is there a symbolic meaning?

Flown Birds (I) 981

1. What is the nature of the longing the poet expresses?

2. Read the poem again, and compare the "flown birds" with departed friends.

Exorcism (I) 982

1. Tell the story of the poem, and explain its significance.

2. What is the lesson the poet learned? Is the application universal?

The Leaders 982

1. What are the characteristics of real leaders of men?

2. What is the duty of the liegeman?

* 3. With Miss Thomas' idea of leaders compare Carlyle's idea of the "hero."

HENRY CUYLER BUNNER

BIOGRAPHY AND CRITICISM 983

1. With what different forms of literature did Bunner work?

2. In what form did he attain highest excellence?

Old Metrical Forms (I) 983

1. What is the pattern for the Rondeau?
2. For the Rondel?
3. For the Triolet?
4. For what kind of subject matter are these Old French forms suited? A study of the material used by Bunner should be a sufficient basis for the forming of a fair judgment.

A Pitcher of Mignonette (I) 983

1. Show the appropriateness of the form to this material.
2. Wherein lies the appeal of the verse?

O Honey of Hymettus Hill 984

1. What is the nature of the pleasure, if any, afforded by such a poem?

On Newport Beach (I) 984

1. Tell the story of this poem.
2. Do you think this unusual verse form adds to the effectiveness of the narrative? Reasons.
3. How does Bunner's use of the refrain in this poem illustrate his theory as advanced on page 983b, lines 3–7?
4. With this verse form compare that of the well known poem, "In Flanders Field."

Ready for the Ride—1795 984

1. In what form is this poem written?
2. What is the thought of the poem?

She Was a Beauty (I) 984

1. What pretty little thought is here given expression?
2. Show that it is typical *vers de société.*

Written on Valentine's Day 984

1. Just what is the lover's wish? Do you hope it will come true?

Father Anastatius 985

1. What is the purpose of the humorous introduction to such a gruesome story?
2. What kind of man was the doctor?
3. Give a characterization of Father Anastatius. What motives do you think actuated him in his crimes?
4. What rank would you give this story as a "hair raiser"?
5. Account, if you can, for the fact that this story was not published along with the author's other works.

THEODORE ROOSEVELT

BIOGRAPHY AND CRITICISM 989

1. In what widely different fields of literature did Roosevelt work?
2. Name one work of his in each of four different types.
3. What are the chief characteristics of his writing?
4. For what kind of literary work do you think he will be longest remembered?

The Strenuous Life (I, II) 989

1. How does Roosevelt, in the opening paragraph, announce his theme?
2. What kind of work does he say is most needed in this country?
3. How does he refute the old proverb that a nation is happy that has no history?
4. What point does he make in his reference to the Civil War?
5. What lesson does he draw from China?
6. What duty to the Philippines and to Cuba was left America at the close of the Spanish War?
7. What is Roosevelt's attitude toward preparedness?
8. What does he say concerning the independence of the Philippines? Was his argument sound in 1899? Is it to-day?
9. Would you say that the whole speech is propaganda for imperialism? Is the doctrine of this speech dangerous? Reasons.
10. How does this address reveal the personality of the speaker?

MARY E. WILKINS FREEMAN

BIOGRAPHY AND CRITICISM 996

1. What background had Mrs. Freeman for the writing of stories?
2. With what material does she prefer to deal? What is her method of treating this material?
3. By what part of her work is it most likely that she will be remembered?

The Revolt of 'Mother' (I, II) 996

1. Show that this is a story of local color. Could the events have taken place in the South? The West?
2. Outline briefly the incidents of the story.
3. Point out the realism of the story.
4. Are the characters true to life, or exaggerated for the sake of effect? Do you know any person like "Father"?
5. Would you call "Father" the villain of the story? Give a characterization of him.

6. Trace the development that comes to "Mother"? Is she the heroine of the story?

7. What part, in the development of the plot, is played by the two children?

8. Comment upon Mrs. Freeman's use of the maxim: "Unsolicited opportunities are the guideposts of the Lord to the new roads of life."

9. What part does the preacher play? Has Mrs. Freeman presented him in a favorable light?

10. Does the emotional tenseness increase as the story progresses?

11. Point out the most dramatic situations of the story.

12. In what does the humor of the story lie?

13. Point out passages that show particularly keen insight into human nature.

14. What does the use of dialect add to the story?

15. What impression does the story leave upon you?

HAMLIN GARLAND

BIOGRAPHY AND CRITICISM 1005

1. In what way was Garland prepared to write of the Middle West?

2. How did he happen to get started using this material?

3. Why is he called a revolutionist?

4. What is the best part of his work?

Under the Lion's Paw (I, II) 1005

1. Contrast Butler with the "Father" of Mrs. Freeman's story.

2. How does this story illustrate Garland's statement that he portrays farm life "not as the summer boarder or the young lady novelist sees it—but as the working farmer endures it"?

3. Show that this, too, is a story of local color.

4. Is most of the characterization direct (in the descriptive words of the author himself) or indirect (revealed through the words and acts of the characters themselves)?

5. What strongly contrasted characters do you find in the story?

6. Cite some of the best examples of description. How does Garland secure his effects?

7. Would you classify this story as tragedy or comedy?

8. Give a picture of the Haskins family five or ten years later.

RICHARD HOVEY

BIOGRAPHY AND CRITICISM 1013

1. In what different activities did Hovey engage?

2. What degree of promise did he show?
3. What were his chief characteristics as revealed by his writings?

Seaward (I) 1013

1. What is the significance of the quotation from Dante?
2. What use does the poet make of the sea in this elegy?
3. Trace briefly the changes of emotion depicted through the poem.
4. What seem to be the chief characteristics of the dead friend?
* 5. With this poem compare one or more of the great English threnodies —*Lycidas, Adonais, In Memoriam,* and *Thyrsis.*

A Dream of Sappho 1017

1. What fellowship seems manifest between Hovey and Sappho?
2. What is the significance of the Greek poet's reply to the request of the American poet?

Among the Hills 1017

1. What emotion is here given expression?

Men of Dartmouth (I, II) 1017

1. What is the poet's feeling for his *alma mater?*
2. What qualities has she given her sons?
3. What charge does he give the "Men of Dartmouth"?
4. What rank would you give this selection among the college poems you have read?

Spring: an Ode (I, II) 1018

1. Show the appropriateness of this material to the setting—a fraternity convention in May, a thousand miles away from the poet's *alma mater.*
2. How does the poem express "the vagabondage of the soul"?
3. Compare or contrast his feeling for nature with that of another poet, say Bryant.
4. Account for the very wide popularity of the stein song beginning, "Give a rouse, then, in the Maytime." Perhaps the well known musical setting, by Frederick Field Bullard, has been a large factor.
5. Show that the youthful good fellowship he praises has a significance deeper than mere conviviality.

WILLIAM VAUGHN MOODY

BIOGRAPHY AND CRITICISM 1021

1. Give the chief facts concerning the life of Moody.
2. What "task" did he set for himself?
3. Judging from what you have read, or are reading, from Moody, what are his chief characteristics as a writer, and as a thinker?

An Ode in Time of Hesitation (I, II) 1021

1. What is the argument Moody sets forth in this poem? Is it good today, or has America's attitude changed?

2. Give evidences of the poet's intense moral earnestness throughout.

* 3. Note the effective use of Bible references. Explain the following words and phrases, and give the reference in each case: "shawm" (51), "broad phylactries" (53), "And scramble in the market-place" (89), "the shard the potter cast away" (104), "Till we have changed our birthright for a gourd of wild pulse" (163, 4), and "With ashes of the hearth shall be made white our hair" (216, 7).

4. How does the statue of Shaw give Moody his theme? How does he treat this young military leader?

5. Comment upon the effectiveness of the selection as a whole. Has the author achieved a high order of poetry? Has he accomplished his purpose?

OTHER POETS OF THE PERIOD

SILAS WEIR MITCHELL

To a Magnolia Flower 1025

1. What thoughts are suggested to the poet by the flower?

2. What is the tone of the poem?

Vesperal 1026

1. What is the poet's attitude toward life? Toward death?

Storm Waves and Fog on Dorr's Point, Bar Harbor 1026

1. What picture of the sea is presented?

2. What mood does the poem recreate?

EDWARD ROWLAND SILL

The Fool's Prayer (I) 1026

1. What is the substance of the prayer made by the fool?

2. What lesson does Sill give to the reader? Does the moral spoil the poem as a work of art?

A Tropical Morning at Sea (I) 1027

1. Study this poem in the light of Sill's own theory concerning a poem—"that it shall be full of lovely images, that it shall be in every way musical, that it shall bring about us troops of high and pure associations . . . and that, coming from a pure and rich nature, it shall leave us richer and purer than it found us."

RICHARD WATSON GILDER

The Woods That Bring the Sunset Near 1027

1. What mood is presented by this poem?
2. What is the effect of the refrain?

'After Sorrow's Night' 1027

1. What thought is expressed in this lyric?

The Sonnet 1028

1. Study the sonnet as a poetic form. Is this an effective description of its powers?
2. What variations of emotion does the poet say can be presented by the sonnet?
3. What was the sonnet in the hands of Dante? Of Milton? Of Shakespeare?

* 4. With this sonnet compare Wordsworth's famous one, "Nuns fret not at their convent's narrow room."

The Life-Mask of Abraham Lincoln (I) 1028

1. What is a life-mask? Give the history of this one.
2. What traits of Lincoln are revealed by this mask?
3. What praise does the poet bestow upon Lincoln?

JOHN BANISTER TABB

Transition (I) 1028

1. Give the thought of this poem.

Father Damien 1028

1. Show the appropriateness of this tribute to Father Damien.

To the Wood-Robin 1028

1. What are the traits of the song of the wood-robin?
2. What emotions are aroused in the heart of the poet?
3. What lesson does he wish to learn from the bird?

Ave: Sidney Lanier 1029

1. What is the nature of the fellowship between the two poets?

Golden-Rod 1029

1. Give the substance of the poet's tribute to the golden-rod.

ROBERT BURNS WILSON

Such Is the Death the Soldier Dies (I) 1029

1. How is the soldier's death presented?
2. Does the sentiment seem sincere, or forced?

FRANK DEMPSTER SHERMAN

Grass 1029

1. Is this a poem of "nature," or "human nature"?
2. What are the poet's emotions as he lies in the grass?
3. How may one taste of heaven?

The Book Hunter (I) 1030

1. What are the characteristics of the book hunter?
2. Is this a true picture, or a caricature?
3. What are the poet's own feelings toward the book hunter? Yours?

A Greeting for Spring 1030

1. How is the poet's love for nature shown in this poem?
2. Point out the most attractive of the pictures presented.

MADISON CAWEIN

In the Shadow of the Beeches 1031

1. What is the poet's feeling for the beeches?
2. How does he secure the effect of melody through the poem?

JACK LONDON

BIOGRAPHY AND CRITICISM 1032

1. Tell of the picturesque life of London.
2. How is his name associated with that of Bret Harte?
3. What influence had he upon the later school of fiction writers?

The Night-Born (I) 1032

1. Compare the opening of this story with the opening of "The Luck of Roaring Camp," page 741.
2. How does the setting add to the effectiveness of the story proper?
3. Give a characterization of Trefethan. What advantage is there in having him tell the story?
4. Explain the significance of "the night-born."
5. How is Thoreau brought into the story?

6. Give the chief details of the life of the heroine.

7. What is there that makes her such a picturesque and romantic character?

8. How, near the end of the story, does London contrast Trefethan as he is with the Trefethan that might have been?

9. Is the ending of the story artistic? Satisfactory? Would the "movie ending" suit you better? Explain.

10. Comment upon Jack London's power of telling a story. Of creating atmosphere. Of describing strange and unknown scenes.

WILLIAM SIDNEY PORTER

"O. Henry"

BIOGRAPHY AND CRITICISM 1040

1. How did O. Henry's checkered career fit him for his work as a story writer?

2. Into what four groups do his stories fall?

3. What is the nature of the contribution he has made to American literature?

A Municipal Report (I, II) 1040

1. As this story is typical of O. Henry, it is worth careful study. Does "A Municipal Report" illustrate Professor Pattee's statement concerning O. Henry that "The soul of his art is unexpectedness"?

2. Outline the plot. Has the author developed it with skill?

3. Do you find the chief interest in incident, setting, or character? Reasons for your answer.

4. Do these characters impress you as being true to life or do they seem caricatures? The charge is made that O. Henry's characters are usually grossly exaggerated for effect.

5. After studying the story carefully, decide in your own mind whether this is a true study of one of life's problems, or on the other hand, mere "literary vaudeville."

6. Why does the author take so long to reach the story proper? Is this a defect, or is a real purpose accomplished?

7. What is the effect of the introduction, at intervals, of material from the atlas?

8. Give examples of careful foreshadowing of events.

9. Make a list of ten unusual but effective expressions. Tell, if you can, in what way they are characteristic of the author.

10. Point out examples of humor.

11. Cite examples of sentiment. Is it overdrawn?

12. Make a list of a half dozen literary traits revealed in this story that you think belong to no author but O. Henry.

HENRY ADAMS

BIOGRAPHY AND CRITICISM 1049

1. To what other famous Americans was Henry Adams related?
2. In what different kinds of work did he engage?
3. In what fields did he do his best work?
4. What literary qualities give distinction to his work?

Boston (I) 1049

1. What contrast was there, according to Adams, between the generation that lived from 1840 to 1870 and the one that lived from 1870 to 1900?
2. Give Henry Adams' estimate of the qualities of his father, Charles Francis Adams.
3. How does Adams show his attitude toward the common people by his statement: "Average human nature is very coarse, and its ideals must necessarily be average"?
4. Comment upon the statement: "Viewed from Mount Vernon Street, the problem of life was as simple as it was classic."
5. What was the nature of Henry Adams' religion?
6. What impression does he give concerning his parents' authority? Their influence?
7. What does he think of his schooling? Do you think he is justified in his conclusions?
8. What general impressions do you get of Boston in Adams' day?
9. Give a characterization of Henry Adams as he reveals himself in this selection.
10. Give your judgment concerning the effectiveness of his style.

THE LATER POETS

INTRODUCTORY NOTES 1056

1. When did the new creative period in American poetry begin? What was its rallying cry?
2. What place has realism in this movement?
3. What had Whitman to do with the new school?
4. What place has Stephen Crane?
5. What did Edwin Markham contribute?
6. What did magazines like "Poetry" accomplish?
7. What place had Amy Lowell in this school?
8. Explain the statement that the group "sought for 'the truth' as opposed to sentimentalism and dreaming."

9. What did Masters contribute?
10. Give the position of Robinson.
11. What is Frost's place?
12. Sandburg's?
13. Lindsay's?
14. Give your own opinion concerning the value of the contributions of the group as a whole.

STEPHEN CRANE

War Is Kind 1056

1. What is the real thought of the poem?
2. How does Crane make it effective?

A Newspaper (I) 1057

1. Under what figures is the newspaper presented?
2. What, if any, is the central idea?

In the Night 1057

1. What is the prayer of the peaks?

I Wonder 1057

1. What conception of love is here presented?

Black Riders 1057

1. What experience in life is represented in this poem?
2. What is the author's purpose?

EDWIN MARKHAM

The Man with the Hoe (I, II) 1058

1. Give Markham's answer to the age-old question, "Am I my brother's keeper?"
2. Reproduce Markham's picture of the man.
3. Explain the lines:

> "There is no shape more terrible than this—
> More tongued with censure of the world's blind greed."

4. What appeal does he make to the "masters"?
5. Is the problem here raised a vital one in America to-day? Explain.

EDGAR LEE MASTERS

Marx, the Sign Painter (I, II) 1059

1. What, according to Marx, are the "signs" of civilization?

Catherine Ogg 1059

1. What is the irony in this poem?

Maud Shook (I, II) 1059

1. What antagonism is there between "the soul" and "machines"?
2. What is the tragedy in Maud Shook's life?

Ezra Fink (I, II) 1059

1. In what way is Ezra Fink a type?
2. Just what is the nature of his religion?
3. What do you think is Masters' purpose in this poem?

Harvey Williams (I) 1059

1. Characterize Harvey Williams.
2. Characterize Mrs. Williams.
3. Comment upon the appropriateness of Harvey's death.

Claud Antle (I) 1060

1. What type of persons is represented by Claud Antle? Do you, personally, know any of them?

EDWIN ARLINGTON ROBINSON

John Gorham (I, II) 1060

1. Write a *précis* of the dialogue.
2. What is the emotion in the heart of each of the speakers?
3. Do they understand each other perfectly? Are they fair to each other?
4. What is the tone of the poem?
5. What characteristics of the poet are shown in this selection?

The Gift of God (I) 1061

1. With this poem compare the Magnificat—Luke 46: 55 ff.
2. What is Robinson's ideal of motherhood?
3. What light, if any, does this poem throw on his religion?

AMY LOWELL

New York at Night (I, II) 1061

1. As this is a good example of "Imagist" poetry, it is worth especial study. Test this poem by some of the objects of the Imagists: (a) To use the language of common speech but to employ always the exact word, (b) to present an image, (c) to produce poetry that is hard and clear, and (d) to insist on concentration as the essence of poetry.

2. Pick out a half dozen words or expressions which, though effective, are not of the type commonly used by poets.

3. What is the thought of the poem?

4. Do you think it could have been treated more effectively in some standard verse form such as, for example, blank verse or sonnet? Give arguments for the stand you take.

5. What impressions—literary, artistic, ethical—remain most clearly with you after the study of this poem?

Lilacs (I, II) 1062

1. Study the poem carefully, and show how the presentation of each picture calls forth a different emotion.

2. Which of the "images" appeals most strongly to you?

3. What reason does Miss Lowell give for her love for lilacs?

4. Give your opinion of the effectiveness of the poem as a whole?

5. Read again some of the "flower poems" written in regular verse forms, such as "The Wild Honeysuckle" (p. 149), "The Yellow Violet" (p. 252), and "The Rhodora" (p. 282). Does the difference lie primarily in the verse form used, or in the personality of the writer? How would you rank "Lilacs" in this group?

ROBERT FROST

The Death of the Hired Man (I, II) 1063

1. In what ways is this poem typical of New England?

2. Which characters are most interesting? Explain.

3. Contrast Mary and Warren.

4. Point out particularly deft touches in the delineation of character.

5. Give proofs of Frost's understanding of human nature.

6. From the standpoint, at least, of notice attracted, this was the most successful poem of the year in which it was published. Account for its appeal.

Birches (I) 1065

1. This is a sample of the "talking verse" that Frost kept submitting to the magazines for twenty years without result. Do you agree with Bliss Perry that the subject matter of this poem is really essay material and would be more effective in prose?

2. Show the author's perfect understanding of boy life on the farm.

3. What emotions and what thoughts are called forth by the birches?

4. What do you think the poet has in mind in the closing line?

Good-Bye and Keep Cold 1066

1. What is the thought in this unusual poem?

2. Is this a poem of "nature" or of "human nature"?

The Road Not Taken (I) 1066

1. Frost once told a friend that this is the only humorous poem he has ever written—it is "funny" because people don't know what the "difference" is. What does the poem suggest to you? Do you think it necessary for an appreciation of the poem that you know what was in the poet's mind?

2. What universal experience in human life is here presented?

The Black Cottage (I) 1067

1. Explain the suggestiveness of the title.

2. Point out the local color of the poem. Could the scene be laid in any other part of America?

3. What pictures remain most vividly in the mind?

4. Just what kind of woman was the widow? Is she clear in her ideas of religion? In her ideas concerning the causes of the Civil War?

5. Explain Frost's satire in lines 105–110.

Stopping by Woods on a Snowy Evening (I) 1068

1. What picture do you get of a New England scene? Would this be a suitable theme for a painting?

Reluctance 1068

1. What is the thought of this poem?

2. What question does Frost put before us in the closing stanza?

CARL SANDBURG

Chicago (I, II) 1068

1. What feeling have you for the cultured Eastern gentleman who started to read a volume of poems of the much-discussed Carl Sandburg, stopped in disgust after reading the opening line of this poem, and refused ever to read further?

2. Is this selection poetry? If so, prove it. If not, prove it.

3. Does Sandburg "know" Chicago?

4. What is his attitude toward the city?

5. How well do vocabulary and verse form fit the subject matter?

6. What characteristics of Sandburg do you find, or think you find, in this selection?

Skyscraper (I, II) 1069

1. Is this true poetry? Great poetry? Give proofs.

2. What gives the skyscraper its soul?

3. Give your judgment concerning the imagination the poet manifests.

4. Show that the poem presents a panorama of human life. Are the pictures true? Beautiful? Inspiring? Educational? Do they arouse sympathy with mankind?

Back Yard (I) 1070

1. What mood does the poem express?
2. Show how the summer moon affects the whole neighborhood.

Laughing Corn 1070

1. How would you rank "Laughing Corn" as a nature poem?
2. Show how Sandburg relates nature and humanity.

Prayers of Steel 1070

1. What symbolical meaning may be found in the first four lines of this poem?
2. Comment upon the unusual images in this poem. Are they poetical?

Cool Tombs (I, II) 1070

1. What is the central idea in "Cool Tombs"?
2. Explain, if you can, Sandburg's rhythmical effects and his use of especially effective vowel sounds.

Grass 1071

1. What phase of human life does this poem present?
2. Is Sandburg's expression of the thought effective?

Jazz Fantasia (I, II) 1071

1. Is this literature? Is it poetry? Defend the position you take.
2. What emotions and images does the jazz band call forth.
3. What would you judge is Sandburg's attitude toward jazz? Compare Henry van Dyke's comment that jazz was invented by demons for the torture of imbeciles.
4. Point out examples of marvelous sound effects Sandburg achieves through his choice of words and his skill in combining them.

VACHEL LINDSAY

The Eagle That Is Forgotten (I) 1071

1. What is the nature of the heroism presented?
2. What is the thought of the aphorism with which the poem ends?

The Ghosts of the Buffaloes (I, II) 1072

1. If you had to name a "purpose" for the writing of this poem, what would it be?
2. What is the nature of the imagination here shown?
3. How do the sounds join with the imagery in producing emotional effects in the reader?
4. Point out a half-dozen particularly effective expressions.
5. From this poem, which is quite typical of Lindsay, pick out traits that you think belong to him alone.

REVIEW TOPICS AND PROBLEMS

THE NATIONAL PERIOD, 1870–1914

1. What are some of the chief characteristics of the literature of this period? Note the extremely wide diversification of interests and of methods developed along with the growth and development of the nation.

2. Does the period seem to be one of poetry or of prose? In which field was the best work done? In which was the public chiefly interested?

3. What types of humor were developed during this period? Had the authors any purpose except entertainment?

4. What are the best short stories of this group? With what phases of life do they deal?

5. Show the extent to which stories of local color assumed prominence.

6. Show the use made of Western material in prose and verse. Of Southern.

7. What place does the negro occupy in the writings of these years?

8. List a half dozen of the outstanding poets of this period. Prose writers.

9. What was the specific contribution of O. Henry?

10. What new note in literature is sounded by Edwin Markham?

11. What was Amy Lowell's influence upon American poetry?

12. Give the chief characteristics of the poetry of Robert Frost.

13. What is the chief contribution of Carl Sandburg to our poetry?

14. Compare the work of contemporary American writers with the work of present day English authors. What differences can you notice in the material used? In the method? In point of view? In purpose? In ability? You can easily make up your own lists of authors for study and comparison.

AMERICAN LITERATURE BY TYPES

THE NATIONAL PERIOD, 1870–1914

EPIC OR OBJECTIVE POETRY

The Ballad

The Society upon the Stanislaus, Harte 740
Dow's Flat, Harte 740
Jim Bludso, Hay 779
Kit Carson's Ride, Miller 807
Columbus, Miller 813
The Grenadiers, Woolson 851
A Ballad of Trees and the Master, Lanier 866
Little Orphant Annie, Riley 963
The Old Man and Jim, Riley 964

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Which of these poems represent most nearly the folk material which is characteristic of the true ballad?

2. Compare the use made of dialect in the ballads of Harte, Riley, and Hay with the use made of Scotch dialect in the ballads of Robert Burns? Would you say the use of American dialect is as legitimate as that of Scotch? As artistic? Reasons.

3. Which of these ballads makes the strongest appeal to American readers? Reasons?

The Longer Narrative Poem

Death of the Hired Man, Frost 1063

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Is the interest in this narrative poem primarily in the story itself or is it in the characters?

2. Of the six poems in "Century Readings" classed as "Longer Narrative Poems," this is the only one written in blank verse. Compare this verse form with those of the others (pages 144, 240, 273, 375, and 392,) and give your opinion concerning the usefulness of blank verse in narration.

The Descriptive Poem

Storm Waves, Mitchell 1026
A Tropical Morning At Sea, Sill 1027

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What different moods do these poems present?
2. Show how each of the poets uses an aspect of nature to create the mood.

LYRIC, OR SUBJECTIVE POETRY

The Love Lyric

In 1865, Lanier 861
Written on St. Valentine's Day, Bunner 984

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What different aspects of love are here presented? Which poem seems more sincere?
2. Contrast the personalities of the writers as shown in these two poems.

The Song of Sentiment and Longing

Night and Day, Lanier 859
Men of Dartmouth, Hovey 1017

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What is the nature of the "sentiment" in *Night and Day*? Explain the symbolism.
2. What appeal is there in *Men of Dartmouth*? Is Hovey's method also symbolic?

The Elegy, and Elegiac Verse

Bereaved, Riley 965
Seaward, Hovey 1013
Father Damien, Tabb 1028
Ave: Sidney Lanier, Tabb 1029

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Give a sentence characterization of each of the persons addressed in these elegies.
2. Show how the writer in each case reveals his own personality.

The Nature Lyric

The Missouri, Miller 812
Dawn at San Diego, Miller 814
Song of the Chattahoochee, Lanier 860
A Sunrise Song, Lanier 861
When the Frost is on the Punkin, Riley 962
Among the Hills, Hovey 1017
To a Magnolia Flower, Mitchell 1025
Woods That Bring the Sunset Near, Gilder 1027
To a Wood Robin, Tabb 1028
Golden-Rod, Tabb 1029
Grass, Sherman 1029
Greeting for Spring, Sherman 1030
In the Shadow of the Beeches, Cawein 1031
Lilacs, Lowell 1062
Birches, Frost 1065
Good-Bye and Keep Cold, Frost 1066
The Black Cottage, Frost 1067
Stopping by Woods, Frost 1068

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Which of these lyrics celebrate particular parts of America? Or, to what extent is "Local Color" used?

2. Which ones make use of Nature as a means of protraying human emotion?

3. Does dialect, as used by Riley, seem appropriate to the nature poem? Defend your case.

4. Does free verse, as illustrated by Miss Lowell, seem appropriate to a nature lyric? Proofs?

The Reflective and Moralizing Lyric

The Marshes of Glynn, Lanier 861
Sunrise, Lanier 863
The Banner of the Jew, Lazarus 879
In Exile, Lazarus 880
Mahsr John, Russell 884
A Life Lesson, Riley 962
Syrinx, Thomas 981
Flown Birds, Thomas 981
Exorcism, Thomas 982
The Leaders, Thomas 982
Vesperal, Mitchell 1026

The Fool's Prayer, Sill 1026
After Sorrow's Night, Gilder 1027
Transition, Tabb 1028
Such is the Death, Wilson 1029
The Book Hunter, Sherman 1030
The Man with the Hoe, Markham 1058
The Gift of God, Robinson 1061

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Pick from this group a half dozen poems that are well known, or that are highly worth knowing. What qualities give them their power?

2. Tell the lesson, or central idea, in each of five of the ones that appeal to you most.

3. Pick out three that should be classed as "inspirational literature," and show how, in each case, the author accomplishes his purpose.

The Ode

Centennial Meditation, Lanier 859
Spring: an Ode, Hovey 1018
An Ode in Time of Hesitation, Moody 1021

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Give the "occasion" that calls forth each of these odes. Show that in each case the material and treatment are appropriate to the occasion.

2. Tell briefly the method each author uses in developing his ode.

3. On the whole, which is the most successful of the group?

The Sonnet

The New Ezekiel, Lazarus 881
When She Comes Home, Riley 964
A Dream of Sappho, Hovey 1017
The Sonnet, Gilder 1028
The Life-Mask of Abraham Lincoln, Gilder 1028

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What different phases of human life are presented in this group of sonnets?

2. Which, in your judgment, represents the highest literary merit? Give your reasons for the choice you make.

Vers de Société

Her Letter, Harte 747

A Pitcher of Migonette, Bunner 983
She Was a Beauty, Bunner 984
Ready for the Ride, Bunner 984
On Newport Beach, Bunner 984
O Honey of Hymettus Hill, Bunner 984

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Show Bunner's special fitness for handling this type of verse. Can you find any places where his taste seems at fault?

2. What have these unusual verse forms to do with the success of the poems? Explain.

Free Verse

War Is Kind, Crane 1056
A Newspaper, Crane 1057
In the Night, Crane 1057
I Wonder, Crane 1057
Black Riders, Crane 1057
Marx, the Sign Painter, Masters 1059
Catherine Ogg, Masters 1059
Maud Shook, Masters 1059
Ezra Fink, Masters 1059
Harvey Williams, Masters 1059
Claud Antle, Masters 1060
New York at Night, Lowell 1061
Lilacs, Lowell 1062
Chicago, Sandburg 1068
Skyscraper, Sandburg 1069
Back Yard, Sandburg 1070
Prayers of Steel, Sandburg 1070
Cool Tombs, Sandburg 1070
Grass, Sandburg 1071
Jazz Fantasia, Sandburg 1071
Eagle That Is Forgotten, Lindsay 1071
Ghosts of Buffaloes, Lindsay 1072

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Read, in some book on contemporary literature (for example, Amy Lowell's *Tendencies in Modern American Poetry,* or Percy H. Boynton's *Some Contemporary Americans*) the ideals and methods of the free verse writers.

2. How well do these poems illustrate these ideals and methods?

3. What kind of material seems to be particularly well suited to treatment in free verse? Why?

4. Amy Lowell is called the high priestess of free verse. Do her two poems seem to you better than any others of this group?

5. Pick out two or three of this group that you are willing to call "real poetry." Prepare to defend them against the assaults of those who maintain there is absolutely nothing of value written in free verse.

The Personal and Autobiographic Lyric

The Old Swimmin'-Hole, Riley 961
John Gorham, Robinson 1060
The Road Not Taken, Frost 1066
Reluctance, Frost 1068

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Compare, or contrast, these poems of our own day, with your favorites of this type written in an earlier period. Will you admit the truth of the statement often made that no great poetry has been written in America since the death of Longfellow, Whittier, and Holmes?

2. Contrast the poem of Riley's, one of the most popular of American poets, with the one by Robinson, one of the least popular. Does the difference suggest a reason why one reaches the people and the other does not?

The Humorous Lyric

Nebuchadnezzar, Russell 882
Precepts at Parting, Russell 882
Business in Mississippi, Russell 883
Rev. Henry's War-Song, Russell 885

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What rank would you give these selections as poetry?
2. Of what value are they as studies in the life of the Negro?

Didactic Poetry

By the Sun-Down Seas, Miller 809
How Long? Lazarus 879

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. What is the message in each of these poems?
2. Which class of material is more suitable for poetic treatment?

THE PROSE DRAMA

Comedy

The Mouse-Trap, Howells 792

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Review the essentials of high comedy and of low comedy. To fix these principles in your mind, contrast this selection of high comedy with Tyler's *The Contrast,* page 155, a pretty clear example of low comedy. Show that each type has its place in literature.

THE ESSAY

The Nature Study

Fuss and Feathers, Burroughs 759
Nature Lore, Burroughs 763
The Water-Ouzel, Muir 921
A Wind-Storm in the Forest, Muir 928
Shadow Lake, Muir 932

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Compare the material and method of these two nature writers.
2. Read some nature writings from the best of the English or Continental writers, and draw your own conclusion as to whether the American material is inferior.

The Literary Criticism

Washington Irving, Warner 748
Leaves of Grass, Burroughs 753
Criticism and Fiction, Howells 802
Francis Parkman, Fiske 822
Alphonse Daudet, James 828
The Novel, Crawford 975

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Review briefly these six essays. Give your judgment concerning the value of the group as a whole. Back in the '40's Emerson lamented the lack of competent American criticism. Are you ready to say that this need has

been supplied—that American critics are fully competent to pass intelligent judgment upon new literary works as they appear?

Humorous and Facetious Essays

A Musical Review, Derby 711
Interview with Lincoln, Browne 713
Affurisms, Shaw 715
Bill Arp Addresses Artemus Ward, Smith 718
The Prodigal Son, Locke 720

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Pick out at least six sources of humor in these essays.
2. In which of these selections would you class the humor as high comedy? As low comedy?
3. Which of these five men would you rank highest as a humorist?

Travel Sketches and Descriptions

European Guides, Clemens 726
Lake Tahoe, Clemens 728
The Mission Dolores, Harte 738
Boston, Adams 1049

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Contrast Harte's description of a scene on the Pacific coast with Adams' description of a city on the Atlantic coast. To what extent does the material determine the method?
2. Show how these two descriptions differ in purpose from those of Mark Twain.

FICTION

The Novel

Uncle Daniel's Apparition and Prayer, Clemens 731
The Steamboat Explosion, Clemens 733
From *The Graysons,* Eggleston 772
From *A Modern Instance,* Howells 786
From *Ben Hur,* Wallace 815
From *Tiger Lilies,* Lanier 855
From *The Grandissimes,* Cable 908
From *Chita,* Hearn 948
From *Mr. Isaacs,* Crawford 966

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Which of these represent the work of the romanticist? The idealist? The realist?

2. Which would you classify as "purpose novels"?

3. Which selections are interesting chiefly for their character delineations? Which for their poetic descriptions?

4. Judging solely from these selections, which writer would you rank highest as a novelist?

The Short Story

The Jumping Frog, Clemens 722
The Luck of Roaring Camp, Harte 741
The Mouse-Trap, Howells 782
Greville Fane, James 835
The Old Agency, Woolson 844
A Native of Winby, Jewett 868
Over on the T'Other Mounting, Craddock 886
Madame Délicieuse, Cable 897
The Pie Ghost, Stockton 911
The Lady or the Tiger? Stockton 917
How a Witch Was Caught, Harris 941
The Creature with No Claws, Harris 943
Uncle Remus's Wonder Story, Harris 944
Father Anastatius, Bunner 985
The Revolt of Mother, Wilkins 996
Under the Lion's Paw, Garland 1005
The Night-Born, London 1032
A Municipal Report, O. Henry 1040

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. As the short story of to-day is chiefly an American contribution to the world's literature, this group is worth particular attention. Such stories as *The Jumping Frog, The Luck of Roaring Camp, The Lady or the Tiger?* and *A Municipal Report* are known the world over. What, in your judgment, are the qualities that give these stories their wide appeal?

2. Pick out the stories of local color.

3. The psychological stories.

4. The stories of dramatic incident.

5. The animal stories.

6. The character sketches.

THE ORATION

The New South, Brady 936
The Strenuous Life, Roosevelt 989

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Contrast the purposes of these two orations.
2. Point out traits of Southern oratory. Northern.

HISTORY AND BIOGRAPHY

Lincoln's Fame, Hay 780

PROBLEMS, AND SUGGESTIONS FOR STUDY

1. Show Hay's special fitness for writing on Lincoln. Account, if you can, for the disjointed structure of this selection.

2. Judging by comparison with other selections from history and biography (for example, Prescott's *Character and Fate of Montezuma,* page 264, or Grant's *The Mexican War,* page 575), give your estimate of the powers of Hay.

Date Due			
MAY 8 '64			
APR 5 '66			
DEC 20 '67	DEC 15 '67		
DEC 20 '67	DEC 20 '67		
JAN 3 '68	JAN 3 '67		
OCT 15 '68	OCT 15 '68		
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